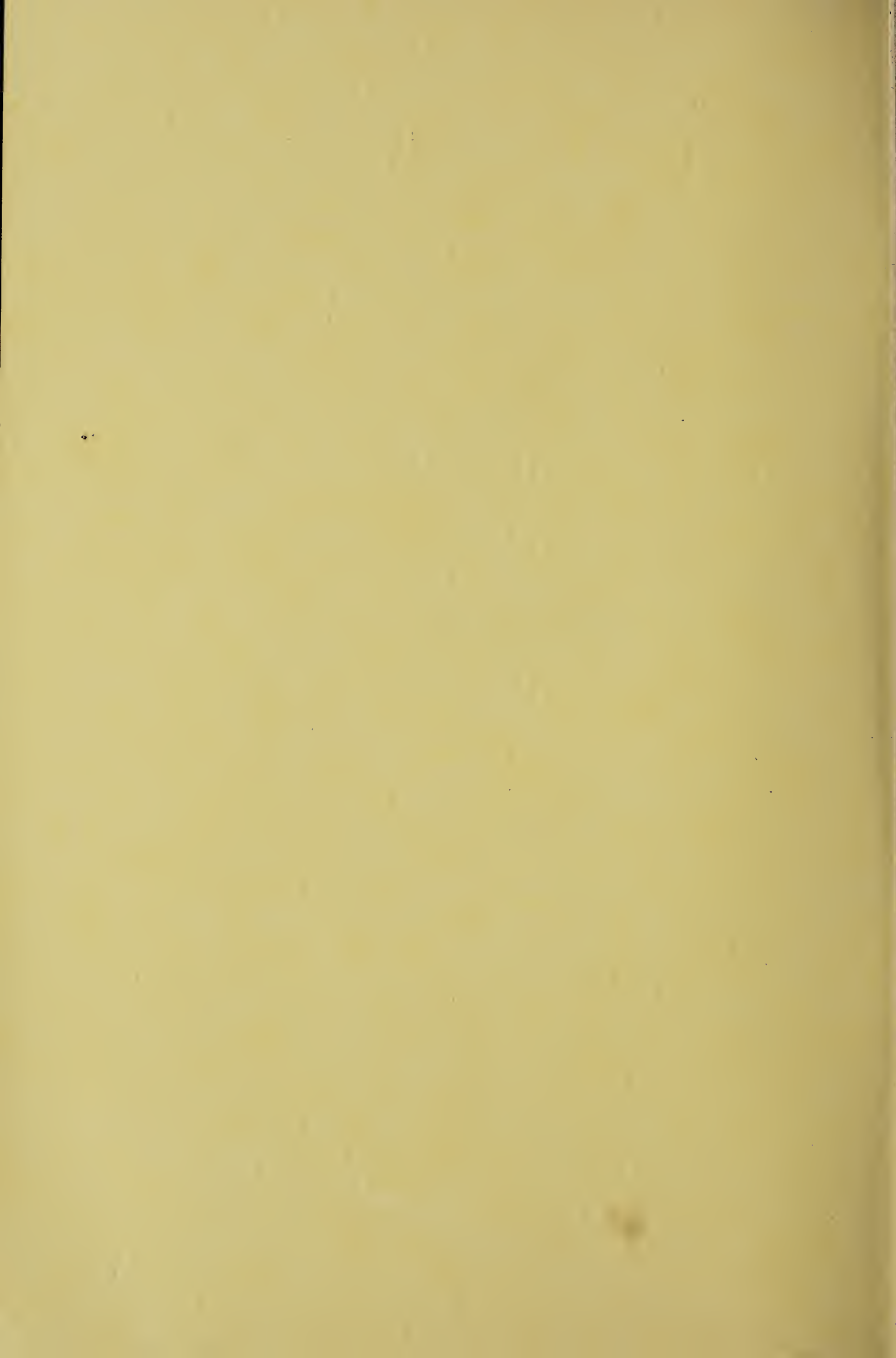


Our Own **LITTLE RED** *Schoolhouse*

Lyndhurst, Ohio
South Euclid, Ohio





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HISTORICALLY YOURS

ANTHONY PALERMO
7/4/76

History of our own
LITTLE RED SCHOOL HOUSE
located at
Richmond and Mayfield Roads, Lyndhurst, Ohio



*Good children must
Fear God all day,
Parents obey,
No false things say,
By no sin stray,*

*Love Christ alway,
In secret pray,
Mind little play,
Make no delay,
In loving good.*

Written By Anthony Palermo
South Euclid Historical Society

July 4, 1976

ACKNOWLEDGEMENTS

Historical information by necessity must come from many sources. The author extends his warmest thanks to those who helped contribute to this publication. The following persons aided the writer and special credit is given to:

My three daughters, Patricia, Nancy and Jeannne, for their typing help.

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Miss Linda Lyons for her typing help.

Mrs. Margaret Leist and Mrs. Dorothy Mitchell for locating 50 year residents and 100 year homes.

Mrs. Virginia Steeb, Mrs. Ann Takacs, Mrs. Dorothy Mitchell and Mr. William Blum for reviewing the first draft of this booklet and making constructive suggestions.

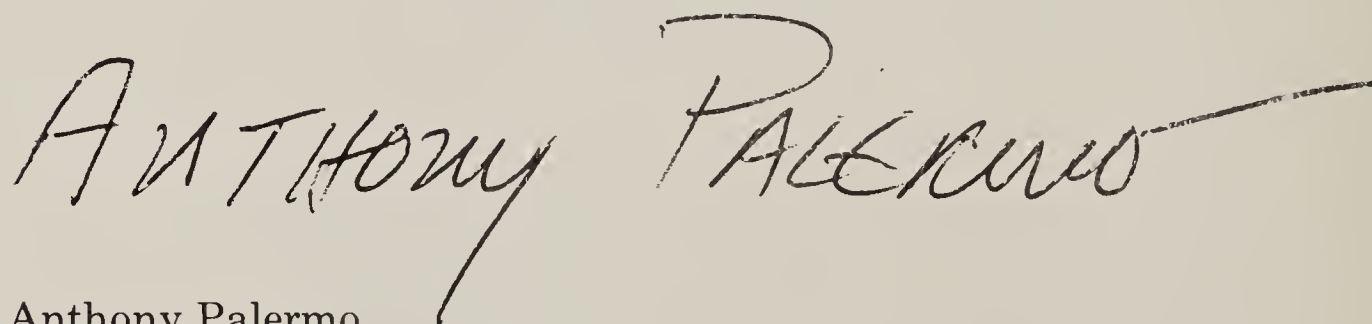
The fine civic groups, individuals, and the South Euclid-Lyndhurst Bicentennial Committee, who funded this booklet.

Tedco Printing and Mrs. Pauline Snead for doing a superb job in the printing.

Special thanks to the South Euclid Lions Club for their special consideration.

And special thanks to my wife, Theresa, for helping at all hours of the day and night which included typing, phone calls, proofing, and many other details which were crowded into her own busy schedule.

Should there be any omissions of any events or names, be assured this was not intentional, but only proves the failings of human beings.

A large, stylized handwritten signature in dark ink that reads "ANTHONY PALERMO". The signature is written in all caps and has a long, sweeping horizontal line extending from the end of the name.

Anthony Palermo
South Euclid, Ohio 44121
April, 1976

Euclid Historical Society

TIME TABLE OF MAJOR EVENTS

- 85-157
- 1662 King Charles II grants land charter to Connecticut.
 - 1796 Moses Cleaveland establishes Cleveland and Euclid Township.
 - 1803 Ohio admitted into the United States of America.
 - 1809 Euclid Township incorporates.
 - 1828 Euclid Township forms school districts.
 - 1843 Board of Education purchases 30 square rods of land for \$10.00 at corner of Richmond and Mayfield Roads. A school was built soon after.
 - 1861 Board of Education purchases adjoining 2.37 acres for \$100.00.
 - 1866 Little Red Schoolhouse built.
 - 1894 First high school built in Euclid Township on North Street. (Euclid, Ohio)
 - 1903 Euclid Village incorporates. The remaining territory is still known as Euclid Township.
 - 1912 South Euclid High School erected at Mayfield and Green Roads.
 - 1917 Bond Issue fails in February. District 4 school is closed. Euclidville, South Euclid and Claribel incorporate.
 - 1918 Little Red Schoolhouse reopens as Euclidville Village School. A basement and furnace are added. Claribel Village changes its name to Richmond Heights.
 - 1920 Euclidville changes its name to Lyndhurst.
 - 1921 The new Lyndhurst Village School is built. Adjacent land to schoolhouse is purchased from P.J. Twiggs.
 - 1922 The Little Red Schoolhouse is moved about 100 yards south.
 - 1924 Courts rule that South Euclid and Lyndhurst have one single combined school system.
 - 1926 Brush High School completed.

FOREWORD

The South Euclid Historical Society in collaboration with the South Euclid-Lyndhurst Bicentennial Committee, has prepared this booklet in commemoration of our nation's 200th birthday. The American Revolution Bicentennial Administration in Washington requests that each community in the United States leave at least one lasting reminder of its efforts for future generations. The little red schoolhouse, located at the corner of Mayfield and Richmond Roads in Lyndhurst, is one of the few remaining structures of this vintage in the Hillcrest area.

The South Euclid-Lyndhurst Bicentennial Committee is spearheading a drive to restore this simple edifice. The schoolhouse has served this community well and its small dimensions in no way are a measure of the significant contributions it has made to the advancement of society, education, and government.

*“Have you learnt to know who God is?
What must you do to escape God’s anger, which your sins have deserved?
What must become of you if you are wicked?”*

LITTLE RED SCHOOLHOUSE

Living in these modern times certainly seems to be a lot more chaotic and hectic than yesterday. Living has lost tranquility. Normal education today often resembles a child trying to do homework while parents quarrel. Wars have become almost constant. Strikes are part of our daily world. Rebellion is the word of the day, whether referring to countries, music, art, dress, food, or just anything.

Education has suddenly become regarded as a means of making more money. Life’s values have become all too linked with the dollar, and the diploma is openly regarded as a guaranteed bank account. Schooldays certainly have changed.

How many of us old enough to remember get a ghostly remembrance feeling as we drive to Mayfield/Richmond Road and see that old relic one room school house standing guard to what used to be a playground but is now, heaven forbid, a parking lot for school buses. The school and its world are obsolete and dead, but there is an ever lingering spirit which haunts the building, sets just the right mood, and seems to say, “Yesterday, today, tomorrow!”

The schoolroom has not been used for half a century, but when a person is inside, there is an unexplainable feeling that the children have just left the room and will soon return. It’s almost as if yesterday does not want to go away.

Classrooms now seem to be more like business offices rather than halls of learning. It is hoped that this booklet will rekindle the ghosts of the Little Red Schoolhouse and provide memories of yesterdays spirit. Ralph Waldo Emerson said “Only spirit can teach.” There is no question that the old one-room schoolhouses were certainly overflowing with that.

Going to school for the first time is always a delicate, poignant and memorable performance for both children and parents. William Allen White, in his autobiography recalled his first day of school. “What a day!” he wrote. “Ma started to take me but Pa objected. He always objected when she coddled me. Of course I like to be coddled, and I sided with her; but Pa had his way. The compromise was that he said, ‘I’ll take him.’ and so we started out. Ma was in the doorway and I left her full of tears, for she knew, having taught school, that I would never come back her baby. She knew that I was gone out of life as a child and would return that noon a middle-aged person, out in the world for good and all.

“Pa took me two blocks on my way to the schoolhouse, still three blocks away, and when he was out of sight of Ma in the doorway, he prodded me with his cane in pride and affection and said, ‘Now, Willie, you are a man. Go to school!’ and he turned and left me. He could not bear the shame of bringing me into the schoolroom, shame for him and shame for me, and we both knew it. And I trudged on.”

In the early school days of Oklahoma, at the school terms end, ladies brought box lunches that were auctioned off to pay the salary of the school's bus driver. Children usually rode their ponies or horses to the bus route, tied the animal, and then took the bus to school.

Some schools had spelling bees for adults and, oh, how these parents were embarrassed at not being able to spell simple words: one old cowpoke was seen sneaking out on his hands and knees, rifle in one hand. He was pulled back into competition. Halfway through the bee, someone announced that the cattle barbed wire fence broke. The adult spelling bee broke up and no one was more appreciative than the old cow hand.

In 1972, there was still a one room schoolhouse in operation on Cape Cod. There was no school bus. In 1971, there were three students. Two left after the eighth grade, and an eleven year old girl became the sole class of one. The flag was raised each day and a bell sounded at nine. Both teachers (husband and wife) were of retirement age, but they remained dedicated educators to the tiniest class in America.

"There are not too many haunted one-room schoolhouses left in America now. Most have been torn down. Some are rotting on back country roads and a few have been or are being restored as quaint antiquities. It is unfortunate that our students tend to visit only battlefields and museums to feel the presence of history. It would be more fitting, rather, if they would at least visit some of these ancient schools, for there is as much "history" there as anywhere in the vast expanse of the United States.

Helen Keller, blind and writing about our school system, wrote, "Here is American History. It is not possible for civilization to flow backwards while there is still youth in the world."

*Foolishness is bound up in the heart of a child,
But the rod of correction shall drive it from him.*

EARLY HISTORY OF SOUTH EUCLID/LYNDHURST

The early history of South Euclid and Lyndhurst is very much interwoven with that of Euclid and Richmond Heights. The territorial beginnings go back as far as 1662. King Charles II of England granted to the colony of Connecticut, through Governor Winthrop in 1662, a charter of all lands included within certain specific bounds. Because no one then really knew anything about the land, the King made a broad charter giving "all the territory of the present state and all lands west of it to the extent of its breadth from sea to sea". This curious, cross country grant caused so much controversy that the United States Congress in 1786 passed an ordinance creating the Northwest Territory. This ordinance created the first commonwealth in the world which recognized every man as free and equal.

Before Congress created the ordinance, the cross country grant was hacked away by many other East coast claimants. Connecticut yielded all but one portion of land and she clung to that stubbornly. It was a tract of land west of Pennsylvania, bordered on the north and south by the same parallel lines as the State of Connecticut, and bordered on the west by a line 120 miles from the west line of Pennsylvania. This area became known as the Western Reserve of Connecticut, and even New Connecticut. Western Reserve became its lasting name.

Certain tracts of land were given to veterans of the Revolution as an early form of soldiers bonus in Connecticut. Other families received tracts of land because of the undue hardships they received at the hands of the British marauders who would raid and burn towns on the Connecticut coast. These Western Reserve tracts are still referred to as the Firelands and are located a short distance west of Cleveland.

Before the settlement of the Western Reserve, various indian tribes, Eries, Ottawas, Chippewa, Seneca, and Wyandots roamed the area. Various treaties were made with the white man between 1701 and 1796. In 1796, the Iroquois Nation signed the final treaty in which they relinquished all lands east of the Cuyahoga River. It was at this time that the Connecticut Land Company purchased from the State of Connecticut 3,366,921 acres of the "Western Reserve." General Moses Cleaveland was one of the directors of this company and he was sent to survey part of the parcel. He was to establish a capitol of the Western Reserve, survey and divide the land into townships, five miles square. After this was done, the Connecticut Land Company hoped to make a fine profit selling the land back east for about 50 cents an acre. An interesting side note is that the company was cheated because a sizeable portion of the land they originally bought, unknown to them, lay under water in Lake Erie. No one knew at that time that the Erie shores east of the Cuyahoga River went in a northeast

EUCLID TOWNSHIP, SEPT. 1796
From a copy of the Director's
Account-book, Joshua Stow Papers

From Western Reserve
Historical Society

1. Machintire									
2. George Proudfoot									
3. Francis Grey									
4. Samuel Farber									
5. Elysha Gunn									
*6. Moses Warren									
7. R. M. Stoddard									
8. Amos Little									
9. Stephen Benton									
10. Amos Barber									
11. Samuel Hungerford									
12. Wm. Hall									
13. Samuel Davenport									
14. Asa Mafan									
15. Amazi Atwater									
16. Joseph Tinker									
17. Michael Coffin									
18. Ayers									
19. Harris									
20. Norman Wallace									
21. Timothy Dunham									
22. George Gooding									
23. Shadrasp Benham									
24. Samuel Agnew									
25. W. Sheppard									
26. David Beard									
27. John Durant									
28. Titus V. Munson									
29. Joseph Landon									
30. Job P. Stiles									
31. Charles Parker									
32. Ezekeal Marby									
33. Nathaniel Doan									
*34. Amos Spafford									
35. Milton Hally									
36. Luket Hanchet									
37. James Hachet									
38. James Hamilton									
*39. Seth Pease									
40. Rise									
41. John Locke									
37									
23									
7									
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32									
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23	2	1	6	17	29	26	5	11	34
3	3	3	17	30	32	27	29	8	35
4	14	32	33	20	20	2	13	5	36
5	5	13	13	21	21	29	29	39	39
12	6	21	14	40	30	9	18	33	23
7	40	15	15	24	39	4	11	39	34
8	8	28	12	13	3	39	41	6	34
First Draft	Second Draft	First Draft	Second Draft	First Draft	Second Draft	First Draft	Second Draft	First Draft	Second Draft

direction. The northeastern portion was dry land, but their western portion lay under water, an embarrassing and costly mistake.

Early in the spring of 1796, General Cleaveland and 66 qualified surveyors and helpers journeyed westward to carry out his company's orders. At Conneaut Creek, a camp was made and 41 men remained on that site while General Cleaveland and the others proceeded west to the bank of the Cuyahoga River where a "community site" was laid out for development. They were gone 18 days, and the men remaining at Conneaut Creek camp became dissatisfied and mutinied. They had enlisted for the duration, but now they demanded considerations not specified in their agreement. General Cleaveland drew up a contract with them on September 30th for their joint purchase of a township 25 miles square, at one dollar per acre. Each man was granted lake front property as well as a farm back in the rocky hills and plateaus. They were to clear land, erect houses, and sow two acres of wheat and grass, and settle a specified number of families during the next three years. In the early organization proceedings, the men involved named the township "Euclid Township" in honor of the Greek mathematician and patron saint of surveyors.

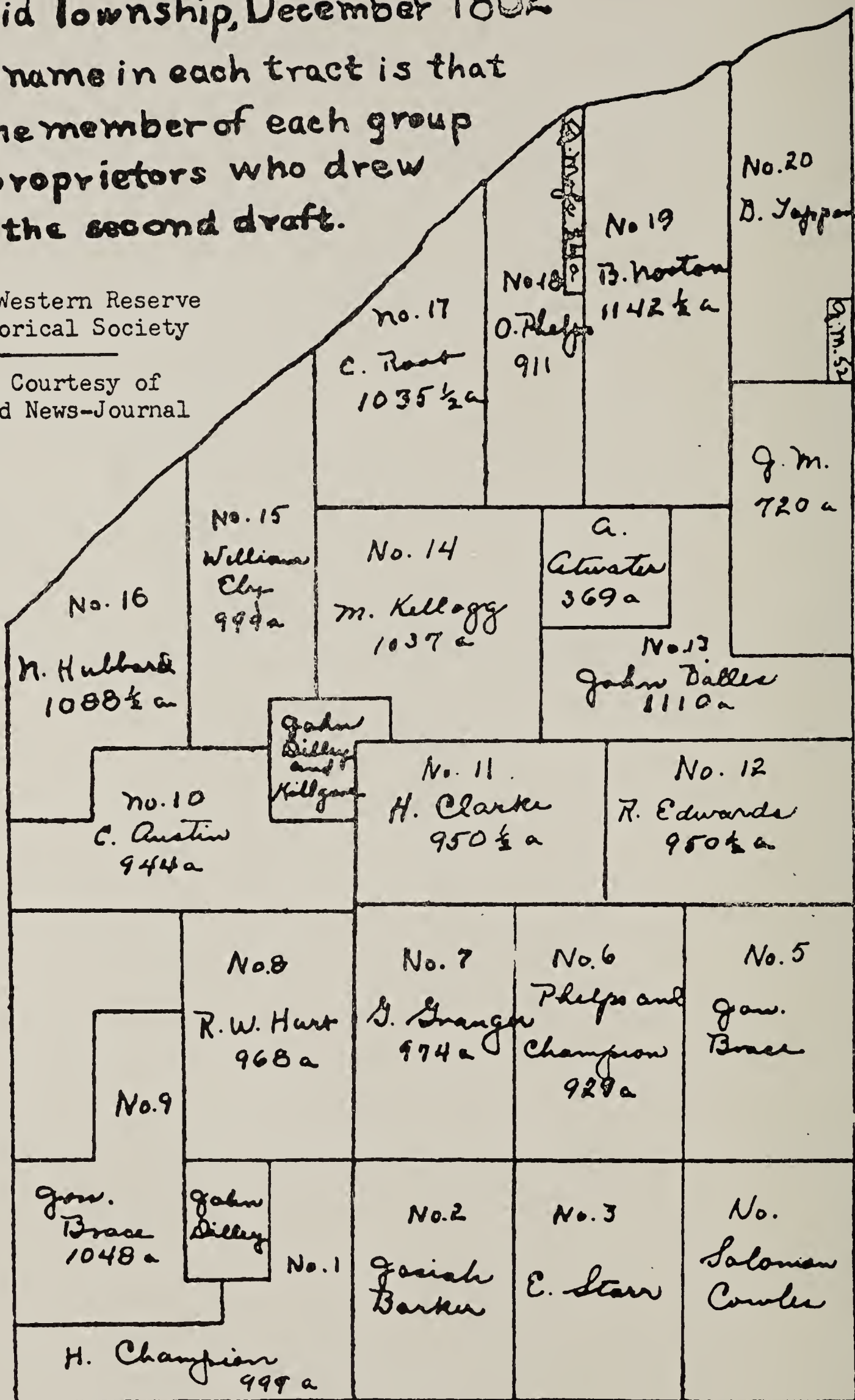
The new township became officially settled in 1797, one year after the town of Cleveland was laid out and settled. The western boundary of the township began at approximately East 140th St. or Coit Rd. and the lake, proceeding directly south for 5 miles to what is now Cedar Road, eastward to a line near Winchester Road and north from that point to the lake, a total in excess of 25 square miles. In later years, much of the territory became the municipalities of East Cleveland, Cleveland Heights, South Euclid, Lyndhurst, and Richmond Heights.

Euclid Township, December 1802

The name in each tract is that of the member of each group of proprietors who drew in the second draft.

From Western Reserve Historical Society

Map Courtesy of Euclid News-Journal



Simon Perkins' Paper's

*Liars shall have their part in the lake which
Burns with fire and brimstone.*

THE EUCLID TOWNSHIP SCHOOL SYSTEM

Euclid Township was incorporated in 1809. On April 22, 1810 the first town meeting was held in the home of Walter Strong, with Timothy Doan acting as moderator.

One of the responsibilities considered by Euclid Township authorities was the education of the rapidly increasing families of the farmers and their hired help. Many of the original settlers were of New England ancestry and it is safe to assume that good schools were established and that a satisfactory program of education was introduced to meet the demands of the times. No authentic records disclosed just what constituted the school curriculum. However, the teaching of reading, writing, and to cypher, most likely were emphasized.

The schools probably were one-room buildings equipped with benches, bench tables, a pot-bellied stove, the teacher, and a bundle of bull switches or willow witches. The latter were necessary to establish a "Learning atmosphere" and to indoctrinate knowledge to the older boys who came mostly during the non-farming winter session. "Blab Schools" were in common use as late as 1870, but only in outlying areas. These schools did more blabbing in class than actual studies.

The first mention of "school" in the records is dated April 3, 1820, when the Township Trustees held their meeting in the schoolhouse. The school is not identified.

No official mention is made of school trustees or directors until March 1, 1830 when the clerk's report discloses that Benjamin Thorp and Timothy Eddy were "held and firmly bound in the sum of \$300.00 to Jerimiah Shumway, Joseph House, and Cornelius Thorpe, Directors of school district #10 in Euclid" as treasurer of said school district.

School Districts

In 1828, the township trustees, mindful of their duties and obligations to the community, divided the whole township into nine school districts with 183 householders in all. By 1900, there were 11 districts which were:

DISTRICT AND SCHOOL NUMBER:

1. Located at Chardon Rd. and North St.
2. Located at Babbitt and Lakeland Rd.
3. Located at Lakeshore Blvd. and East 200th St.
4. Located at Dille Rd. and Waterloo Rd.
5. Located at Green Rd. and Euclid Ave.
6. Located at Chardon Rd. and Richmond Rd.
7. Located at Green Rd. and Mayfield Rd.

8. Located at Richmond Rd. and Mayfield Rd.
9. Located at Highland-Richmond Rd.
10. Located near E. 260th St. and Lakeshore Blvd.
11. Located at Green Rd. and Glenridge Rd.

On April 5, 1837, the school examiners are recorded as: E. Burton and H. Foote. No assignment of duties or other responsibilities are indicated on the records.

From this date until the close of the Civil War, there is little record about schools, and that usually concerned the accepting of bonds for the township officials, some of whom were in part responsible for the school funds.

On April 11, 1866 the township Clerk recorded the following:

“Said Blake is further authorized to sweep the house, and build fires and keep the house in good order for the use of the Trustees and School Board and shall be allowed a reasonable compensation for the same.”

“Accepted the Bonds of Charles W. Moses as Township Treasurer in the sum of \$2,000.00 School Funds, and \$3,000.00 Township Funds: Charles Moses and John M. Blake, Sureties.

This is one of the first records showing the school board and the township officials using the same meeting hall.

In 1868 a small class of six high school pupils was organized and attended the School Street building and were instructed in all subjects by one teacher-principal-superintendent. Records do not account for the outcome of this group of pupils. Evidently they did not complete their high school education, at least not in Euclid. However, many children of the more wealthy families went to Cleveland for a high school education.

On April 18, 1876 an amount of \$3,874.15 earmarked school fund was paid over to the newly-elected treasurer, A.C. Gardner.

From 1882 forward the amounts of school funds were referred to as such with this explanation added, “for amount see order book of above date.”

In 1894, the first high school building was erected on North Street (Euclid) and chartered in 1896.

Everett L. Abbey was elected Superintendent of schools in 1895. However, it was not until May 28, 1897 that a class graduated. The names of those graduating and receiving diplomas were: Olive Callahan, Ella Houck, Will Houck, Libbie Pelton, Addison Verbsky, and Loida Verbsky. No class picture was taken.

In 1905, a horrible fire gutted Collinwood High School killing hundreds of children. Most of the deaths were attributed to a student pile up at the doors because the doors hinged inward instead of outward. In 1908, the Euclid Board of Education reacted to this holocaust by ordering that all school doors be changed to hinge outward.

As late as 1910 most of the early school buildings were still standing, some were being used for school purposes while others were converted into dwellings.

Euclid Village Incorporates

In 1903, the northern part of Euclid Township incorporated into Euclid Village which is essentially the city of Euclid as we know it today. The southern section to Cedar Rd. continued as Euclid Township and was governed by its own



School Picture 1903

1st Row: left to right - Karl Melcher, Lillie Wischmeier, Carl Giesler, Emil Smith, Fred Schwentker, Herbert Giesler, Clarence Melcher, Amelia Melcher, Clara Melcher. 2nd Row: Dora Jaeger, Louise Kuhlman, Louise Schaeffer, Esther Dodsworth, Verna Smith, Walter Klasen, Unknown, Henry Klasen. 3rd Row: Elizabeth McVeigh (teacher), Lizzie Klassen, Clara Jaeger, Unknown Wespecker, Walter Cain, Millie Schaeffer, Otto Brueggemeier, Albert Dastring, George Dodsworth, Walter Melcher, Unknown

township trustees. This included what is today South Euclid, Lyndhurst, and Richmond Heights. It also had its own township Board of Education. The school districts were re-numbered as follows:

District 1, Chardon Rd., one fourth mile west of Richmond Rd. A one room frame schoolhouse was built about 1873. In 1888 it was replaced by a brick veneer building called Beechnut School. The frame building was moved to 26906 Chardon Road, remodeled and still stands. The brick building also still stands at 25800 Chardon Road.

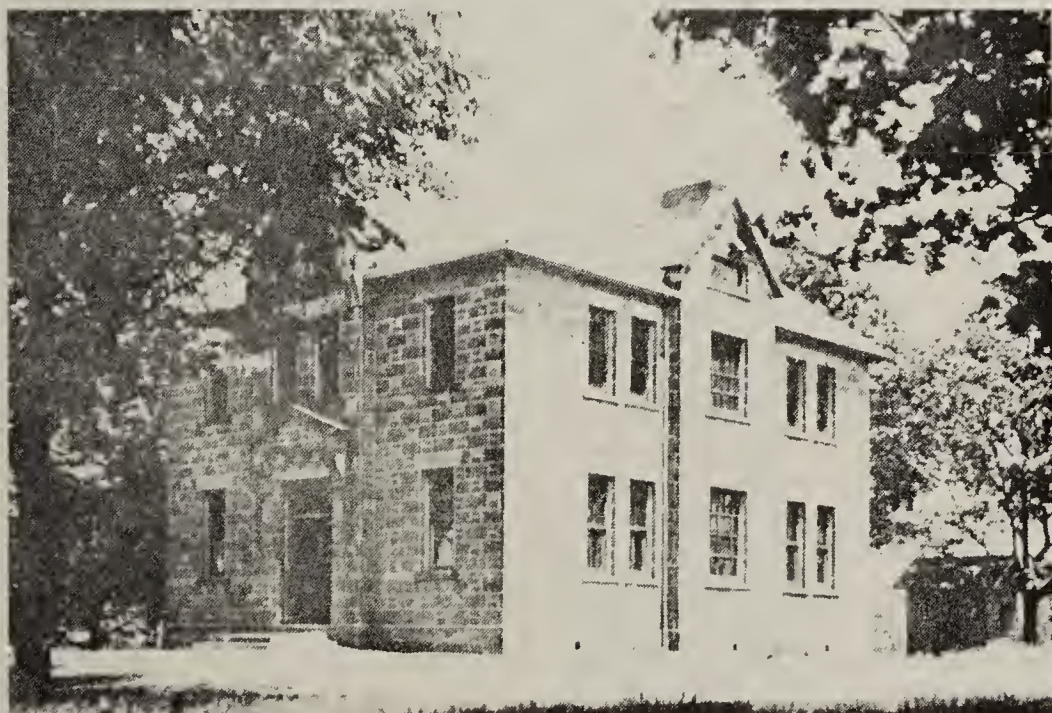
District 2, Mayfield and Green Roads. A one room stone school built about 1865, torn down in 1911 and replaced by a six room room brick building in 1912, known as the Green Road School. It has since been torn down.

District 3, Richmond and Highland Roads. A one room brick veneer building erected in 1899 and called Maple Grove School. Later it became known as Claribel School. Still later it was a private residence and then Richmond Heights Village Hall. The building was later ignominiously razed to provide land for the present Richmond Heights City Hall.

District 5, Green and Glenridge Roads. A one room stone building erected about 1877 and known as the Bluestone School, because of the Bluestone Quarry Community. It has since been torn down.

District 4, Mayfield and Richmond Roads. A one room brick building erected in 1866 and used until 1921 when the Richmond Road (Lyndhurst Village School) was built.

A schoolhouse was located at Mayfield and Green Roads as early as 1845, but the records show that not until 1865 did Polydore King and his wife Laura sell the site of the present Society National Bank and parking lot to the



Old Stone School Corner of Mayfield and Green

“School directors”. The transfer was recorded on February 16, 1865 and deeded seventy-two one hundredths of an acre for the sum of \$125.00. The Mayfield Road frontage of this same land sold in 1927 for \$74,500. While the Green Road brick school was being constructed in 1911, classes were held in the Town Hall. The names of some of the early teachers have been recorded as Conley Walworth, Levy Woods, Miss McClintock, Mrs. Helen McFarland Luster, George Gurney, Perry Caldwell and William Sickman.



5th thru 8th Grades - 1909 - Green Road Stone School. 1st Row left to right: Walter Dorsch with dog Dewey, Arden Rowland, Unknown, Ethel Mae Morlock, Ruth Cliff, Helen Brandis, Esther Sherwitz, Irma Brandis, Wm. Dorsh. Second Row: Unknown Miller, Homer Rowland, Ed Markowitz, Unknown, Maurice Bilkey, Henry Faust, Lyle McFarland, Unknown, Earl Gerstenberger, Theresa Markowitz, Leo Murray, Francis Telling, Henry Office. Third Row: Johnson, Alice Worthington, Grace Jordan, Esther Miller, Mable Dorsch, Unknown, Elvey Albright. Mr. Lash, Teacher.

The first high school in South Euclid was established in 1912. The course of study, which was purely academic, was offered only to pupils in the 9th and 10th grade. All the other grades also met in the Green Road School. Previous to this, the pupils in the north end of the township went to Euclid High School which was built in 1894. Others went to Cleveland Heights High School. However, not many availed themselves of this higher education. Absence and tardiness prevailed to a marked degree. Walking was the chief means of transportation except for those who came some distance and they rode horseback or drove a horse and buggy. Parents were mostly indifferent to the educational needs of their off-spring and frequently kept the child home to work on the farm. Later the South Euclid school got around this by allowing two weeks off in the spring during planting time and two weeks off in the fall for harvest.



South Euclid High School, built 1911, located at corner of Mayfield and Green Roads. Notice the railroad tracks on Mayfield Road.

A Crisis Develops

A real crisis had developed by 1917. The first township buildings were getting old and needed repairs if they were to continue in use. There were only 317 pupils in the whole township. The Chardon Road School had only 33 in all eight grades. Green Road school had 215 in the new building for the eight grades and High School. Claribel School had 26 in all eight grades, and Richmond Road School only 19 in six grades; Bluestone had 24 in four grades. A newer larger building was needed at Richmond and Mayfield to meet the needs of the fast growing community.

The first class graduated from the South Euclid High School in 1916. Helena Faust, Mary Fierbaugh, Cornelius Hayes, Clarence Melcher, Arden Rowland, and Paul Larson were members of this first graduating class.

George H. Knappenberger became superintendent of schools in 1913 and continued in that capacity until 1920.

Letter Sent To Euclid Township Residents From The School Board

Euclid Township School Bond Issue

South Euclid, O., February 3, 1917:

To the citizens of Euclid Township School District:

Your Board of Education has decided to again submit the question of a bond issue to you for your approval.

Before we state the reasons for asking this of you, a few facts in regard to the geographical location of our District and the several subdistricts are in order.

Euclid Township School District consists of five sub-districts numbered from 1 to 5. Said sub-districts are located and described as follows:

District No. 1—Chardon Road, $\frac{1}{4}$ mile west of Richmond Road, Site about $\frac{1}{2}$ acre. One room brick veneer building. Erected 1888. Distance to boundaries from building, north on Chardon and Brush Roads to Euclid Village line 1 mile; east on Chardon and White Roads to Lake county line, 1 mile; south, Chardon and Richmond Roads to south line of Schroeder and Swetland farms, $\frac{3}{4}$ mile; west on Chardon Road to Euclid Village line, 1 mile.

District No. 3—Richmond and Highland Roads. Site about two acres. One room brick veneer building. Erected 1899. Distance to boundaries from building: North, one mile on Richmond Road to limits of District No. 1; east, $\frac{1}{2}$ mile to Mayfield Township limits; south, 1 mile on Richmond Road to Wilson Mills Road and $1\frac{1}{4}$ miles on Highland and Trebisky Road to north line of McFarland and Whigam farms; south, 1 mile on Highland Road to District No. 5 and Euclid Village limits.

District No. 4—Mayfield and Richmond Road. Site about two acres. One room brick building. Erected 1866. Distance to boundaries from building: North, $1\frac{1}{4}$ miles on Richmond Road to limits of District No. 3; east, $\frac{1}{2}$ mile on Mayfield Road to limits of Mayfield Township; south, 1 mile on Richmond Road to township line; west, $\frac{1}{2}$ mile on Mayfield Road to west line of Dodsworth property.

District No. 2—Mayfield and Green Roads. Site about two acres. Six room brick building. Erected recently. Boundaries from building: North, $1\frac{1}{4}$ miles on Green Road to north line of Luster property and limits of District No. 3 on

Anderson Road; east, 1/2 mile on Mayfield Road to limits of District No. 4; south, 1 mile on Green and Center Roads to Cleveland Heights limits.

District No. 5—Green Road. Site about 1 1/2 acres. One room stone building. Erected about forty years ago. Boundaries from building: North, 1/2 mile on Green and Glen Ridge Road to Euclid Village limits, east, 1 mile to limits of District No. 3; south, 1/2 mile to limits of District No. 2; west, 3/4 miles to Cleveland Heights line. The distance between the several districts is as follows: District 1 to 3, 1 3/4 miles; District 3 to 4, 2 1/4 miles; District 4 to 2, 1 mile; District 2 to 5, 1 3/4 miles.

Pupils enrolled Dist. No. 1—Eight grades	33
Pupils enrolled Dist. No. 2—Eight grades and High	215
Pupils enrolled Dist. No. 3—Eight grades	26
Pupils enrolled Dist. No. 4—Six grades	19
Pupils enrolled Dist. No. 5—Four grades	24
Total	317

The seating capacity of a class room averages about 35, hence you will note from the above that in Districts No. 1 and 2 the capacity is reached or exceeded.

The Board will now present their reasons for asking you to pass favorably on a bond issue.

Every growing community is almost constantly facing the problem of providing ample school room. Some villages, cities and rural districts in providing for the crowded school conditions, can see nothing but the present conditions, only to learn that the same problem will face them a year or two later. On the other hand, the forward-looking community will not only take care of the present need, but will try to plan a little ahead for the expected growth. The Board submits a building program to you, which they believe, will take care of our schools for some time to come.

The Board has studied the question from every angle, has looked ahead, and firmly believes that this program is the best solution to the problem of providing proper facilities for the pupils and residents of the district.

Six years ago, when the building in District No. 2 was constructed it was thought by many that this would provide ample room for at least ten years. It took but a few years to prove the contrary, for within four years the Board was compelled to provide additional room to care for the High School work. A one room building was added. Before the close of the sixth year both buildings are crowded beyond the limit. The auditorium has been divided into two class rooms to take care of the extra grades, a part of the boys' play room has been changed into a domestic science room, while the girls play room has been fitted up for manual training.

In addition to the grades we are attempting to maintain a first grade high school at this building. We have three high school teachers doing full time work. The superintendent teaches half of the time. To carry on this work we have but one standard class room and the one room building. This necessitates the using of the basement and one other very small room for class recitations throughout the whole day.

The one room schools must also be considered. The buildings in Districts 1, 4 and 5 are in such poor condition that some provision must be made before next year in order that the children may be properly cared for.

This is one condition we are facing. Another one is that in Districts 1 and 3 we still require the teacher to teach the eight grades, a system in vogue fifty years ago. While the matter has been discussed for years, no serious attempt was ever

made to remedy it, although most all, if not all of the surrounding territory has discontinued the practice, so your Board has come to the conclusion that the time is here to bring our schools up to date, for everyone must realize that the child in a room where all eight grades are taught does not enjoy the same advantages as the one in a room of our two or four grades, and furthermore with all the extra studies the state compels us to teach, it is next to impossible for one teacher to do all the work.

As noted we have at present in Districts 1 and 3 a combined enrollment of 59 and by consolidating the two districts at No. 3 we can figure on about sixty-five pupils at the beginning of next year. Two teachers, the same as we have now, will be able to take care of them, as each one will only have four grades to teach. This will give the pupils double the attention they are receiving now, while the cost for teaching will be the same.

Our reason for consolidating at No. 3 is principally on account of the grounds. The site at No. 1 is small and cannot very well be added to. As it has ravines on nearly all sides, while we have an ideal location at District No. 3.

Also on account of transportation: pupils living more than 1½ miles from a grade school are legally entitled to transportation. This way we have all paved roads and practically a straight road to the school, while if we consolidated at No. 1 it would be necessary to go both ways on the Highland Road and also the Trebisky Road—both dirt roads frequently next to impassible.

As notice we have at District No. 3 an excellent one room frame building, brick veneered to the eaves. The old brick building built fifty-nine years ago is also standing, but this building, discarded twenty years ago as unfit for school purposes, cannot enter into our consideration. It would also be unwise to build another one room building, as both buildings would be filled to capacity at the beginning, making no provision for the future.

What the Board intends to do is to construct a modern fireproof building about 45 x 60, two stories high, containing four class rooms and basement, so constructed that it can be enlarged when necessary. This will take care of the present and in our estimation the immediate future. The building we have now can either remain or be moved and used as a residence.

In providing for District No. 4, the Board feels it would not be economical to spend money to build a one room building in this rapidly growing section, so our intentions are to erect a modern building about 45 x 60, one story high, containing two class rooms and basement, and so constructed that another story and addition can be added when needed. This brings us to District No. 2.

On account of the great danger to young children by street cars and automobiles the Board has decided to plan for a building on the town hall site. This will cost a little more money for the present, but will without any doubt be more satisfactory, especially to the people who have children. The building we have in mind will be about 60 x 96 feet, two stories high, containing eight class rooms and basement and like the other buildings can be added to when needed. This building will be used for the grade pupils, while the other building will be used solely as a high school.

It is also very essential that a disposal plant be built in the rear of the grounds, as it will be impossible to make provision for the children in any other way.

At the present time it does seem advisable to erect a new building in District No. 5, and so the Board concluded to also consolidate the balance of this district with District No. 2. A new building can be constructed in District No. 5 when the

situation warrants it. The transportation laws mentioned in connection with District No. 1 also apply here.

The buildings in Districts No. 1 and No. 5 can be used for social cantatas, until such a time as the Board may deem it advisable to construct new buildings there. This concludes the improvements we have in mind, and we will now pass to the approximate cost and how it is arrived at.

We have consulted with a number of architects and they all agree that the estimate of the probable cost of a block or school building is based on so much per cubic foot. Cleveland figures on a basis of 25c per cubic foot for the school buildings, and they think if we do the same it will not be much out of the way. Figuring on this basis you will note that the cost of the buildings alone designated will be around \$129,000.00. To this must be added the cost of equipment of buildings, architects and supervision fees, disposal plants, additional grounds, etc. We believe \$150,000.00 is a conservative estimate.

Some think we should wait a year or two, in anticipation of lower prices of labor and building material, but we need these improvements now, and we feel that if you study the situation carefully, consider the additional school attendance within the next few years you will no doubt see the feasibility in carrying out the proposed plan and that it will be the cheaper in the end.

Our total valuation is \$2,800,000.00. We have levied the past year for all purposes 5½ mills, or about \$16,000.00. If this proposition carries and the bonds are issued the last ones to mature in forty years, it will mean an additional levy of 3½ mills, based on above valuation. This, of course, will decrease each year.

In presenting this plan the Board begs you to bear in mind that we have ceased to be a rural community, where the growth is about stationary, but are a growing suburb of the city of Cleveland, of which place we will undoubtedly become a part before many more years have passed, and the Board feels that it is giving the citizens of this school district an opportunity to provide proper and adequate facilities for the education of our children.

Yours respectfully,

**EUCLID TOWNSHIP BOARD
OF EDUCATION.**

C.C. RANKIN, President

L.A. BLACK, Vice President

J.W. DEAN

JOS. A. MORLOCK

HENRY SCHROEDER

G.H. KNAPPENBERGER
Superintendent.

Election Saturday, Feb. 10, 1917.



G.H. Knappenberger, Superintendent of Euclid Township Schools 1913-1920 standing in front of South Euclid High School

Little Red School House Shut Down

On February 10, 1917 the Euclid Township Board of Education consisting of C.C. Rankin, President; L.A. Black, Vice President; J.W. Dean, Joseph A. Morlock, Henry Schroeder, and G.H. Knappenberger, Superintendent; placed a bond issue before the people of the township for a vote. The bond issue of \$150,000 to build new buildings and update the system was defeated. This left no alternative but to close the Richmond Road or No. 1, No. 4 and No. 5 School Districts and take care of all the pupils in Claribel School and Green Road. The Euclid Township Board ordered the Richmond Road School closed. This meant that pupils would have to go to the Green Road building. Residents of District 4 (Lyndhurst) regarded this as an unnecessary hardship and fought the move.

Euclidville Incorporates

At this time someone looked up the law and discovered that an incorporated village could control the schools in its confines. Thereupon, a petition signed by 33 electors was duly presented to the township trustees, and an election was set for August 7, 1917 on the question of incorporation. The petition stated that the proposed village had 300 inhabitants. The results: 63 residents voted and favored incorporation, 6 opposed. The successful voters christened the new village Euclidville. Euclidville, now controlled its own school, but there was a flaw in the law, for a new village also acquired jurisdiction over schools in adjacent unincorporated territory.

South Euclid and Claribel Incorporate

South Euclid residents responded to this alarming turn of events by incorporating their own village on October 13, 1917, so they too could control their own schools. Guess who was now caught in the squeeze between the two incorporated villages? Claribel! There was no way they were to have their schools controlled by their friendly neighbors to the south. They incorporated in November of 1917. Now each village controlled its own destiny.

Euclidville officially changed its name to Lyndhurst in 1920 and Claribel to Richmond Heights in 1918.

The schools continued under Euclid Township until the last board meeting was held on October 16, 1917. Then on Oct. 30th, 1917 the same directors met under the name of Euclidville Village School district. An election was held in November to name the new School Board Members of the two new School districts, Euclidville School district and the South Euclid Village School District.

The members of the South Euclid Village School Board were: W.R. Carson, Pres.; Dr. G.I. Bauman, Vice Pres.; E.L. Leppelmeier, B.E. Luster, and M.A. Gates members with G.H. Knappenberger, Supt.

The members of the Euclidville Village School District as of January 1, 1918 were: William Kneale, Pres.; Roy Hawthorne, Charles Hays, Edward P. Kerruish, and R.R. McKechnie.

The members of the Claribel Village Board were: Milo J. Tilden, Pres.; Henry Schroeder, Clerk and Member, George M. Berg, Frank Berg and Joe Hanslik.

On January 7, 1918, a joint meeting of the newly elected boards of all three school districts met to draw up a resolution for the adoption of rules and regulations to govern the joint meeting of the Village School Boards for the purpose of dispersing funds and transacting final business.

On July 1, 1918, an agreement was made on the division of assets. Quoted below is the agreement as recorded in the South Euclid School Board minutes:

"Whereas, subsequent to the certification of the 1917 tax levy, and within the current school year, the territory formerly comprising the Rural School District of the township of Euclid has been separated into the Village school districts of the Village of Euclidville, Village of South Euclid, and the Village of Claribel, by reason whereof it is necessary to apportion among the Boards of Education of said districts as much of the proceeds of said tax levy as will remain after the deductions hereinafter specified.

"Whereas, said South Euclid, Euclidville and Claribel have together an assessed valuation of \$5,964,630; \$3,380,840 within the limits of South Euclid or 56.5% of the total; Euclidville, a valuation of \$1,489,279 or 25% of said total valuation, and Claribel \$1,099,520 or 18.5% of said total, and whereas each of the Boards of Education of said districts is desirous of arranging an immediate distribution of said money and assets belonging to the said Boards. It is mutually agreed between:—

- 1. That the sum of \$2,150.17 now under the joint control of the Boards of Education of Euclidville and South Euclid, credited to the sinking fund, be immediately turned over and paid to the Board of Education of South Euclid to be its property absolutely.*
- 2. That the sum of \$502.70 be immediately turned over and paid to the Board of Education of South Euclid for the payment of necessary expenses of maintaining the schools for the balance of the school year as heretofore enumerated.*
- 3. That the balance of the assets amounting to \$1,824.13 and consisting of \$393.73 cash, two automobiles valued at \$1,130.40 and the promissory note of the Board of Education of Euclidville in the amount of \$300 be immediately divided among the three boards on the aforesaid percentage to wit: South Euclid \$1,030.63, Euclidville \$456.04 and Claribel \$337.46.*
- 4. That South Euclid shall take as its share of the said distribution, one auto at the value of \$565.20, cash on hand exclusive of sinking fund in the amount of 393.73 and cash in the amount of \$71.70 to be paid to said South Euclid Board of Education by the Board of Claribel as hereinafter provided.*
- 5. The Board of Education of the Village of Euclidville shall take as its share of said distribution, the return of its said promissory note of \$300 to be cancelled and satisfied in full by South Euclid Board of Education, together with the sum of \$156.04 to be paid the Board of Education of Euclidville by the Board of Education of the Village of Claribel as hereinafter provided.*
- 6. That the Board of Education of Claribel shall take one automobile at the valuation of \$565.20 and shall thus be indebted to the other two Boards of Education in the sum of \$227.74 of which sum it shall on or before September 1, 1918, pay \$71.70 to the Board of Education of South Euclid and \$156.07 to the Board of Education of Euclidville.*
- 7. The sum or funds received from the tuition collection, by the sale of books, and payment of manual training dues shall be divided on or before September 1, 1918 on the basis of percentage heretofore mentioned, minus \$25 due for truant officer's salary.*

8. All money realized from collection of taxes for the last half of 1917 to be divided after the retirement of debts.

Signed: W.R. Carson, President of the South
Euclid Board of Education

H.J. Ellsworth, Clerk

W.E. Kneale, President of the Euclidville
Board of Education

J.E. Lowery, Clerk

M.J. Tilden, President of the Claribel
Board of Education

Henry Schroeder, Clerk"



Superintendent and Mrs. Otto Korb, 1921

School System Grows

Already the South Euclid Village Green Road School was bursting at the seams, therefore, during the summer of 1918, the board had two one-room frame buildings erected for \$3,148.40 to house some of the High School classes. During this early period of the South Euclid Village schools, it is interesting to recall some of the early teachers: Helen Stone, Lola McFadden, Ethelwyn Parker (Mrs. J.C. Nichols), Daphne Gallagher, Fran Swam, Mildred Merkel, Estella Rankin, and Roslyn Flynn with a teacher's base pay of \$975.00 per year and the principal's, \$1,500.00.

The South Euclid Board purchased seven acres from Marian K. Stage in 1919 for \$2500.00 facing Mayfield Road anticipating building Victory Park School. This area was named Victory Park to celebrate the end of World War I. Victory Park School opened in 1921 with 11 classrooms, a gymnasium and an auditorium. Green Road School was used for some of the primary grades until it

was abandoned in 1953. However, an Annex to Victory Park was opened in 1947. During this period, under the leadership of W.R. Carson as School Board president, the Board did some forward planning and purchased several pieces of property for School Building sites including the four acres Belvoir-Bayard Road property from William T. Arnos for \$18,000.

Meanwhile the busy Lyndhurst village voters addressed themselves to the task of making good on the obligation they had taken on for schooling their children. At a special election in April, 1920, a \$97,000 bond issue was passed to build a new school at Richmond and Mayfield Roads. This was a huge undertaking for so small a community but it went through, 57 to 2. Before the building was completed another \$40,000 was needed and this was voted up at a second special election in March 1921. The tally was 114 to 3. In January 1922, the new Lyndhurst Village school opened with 65 pupils.

This gave the community four classrooms and a small auditorium, part of a modern school structure that later was to include a full-sized auditorium, a gymnasium and six more classrooms.

Three teachers were hired in 1921 — Miss Loretta Scheuring, Mrs. Karl Keller and Miss Clara Dill, who became principal at the enlarged school.

During the 20's, Miss Mayme Terrill, Karl Keller, Miss Frances Pinkerton (Mrs. John Welser), John Welser, Miss Lola McFadden, C.R. Dustin, W.R. Moore, Mr. Scherer, and Miss Leona McGrath were South Euclid teachers.

The most difficult time for the South Euclid School Board was during the 20's since they did not have sufficient funds to pay the current bills and much less for expansion. At this time the village property was being assessed as farm land. Through the efforts of the School Board and Citizens League of South Euclid, they were able to get the Village properties reappraised thus providing a better tax base.

In 1924 there were 686 children enrolled in the village schools which increased to 1372 in 1931. Lyndhurst and South Euclid were both operating under the county school system. The year 1923 found both villages facing critical problems: Lyndhurst having no High School and South Euclid's High School classes being crowded into an old building on Green Road north of Mayfield. South Euclid's High School not only had insufficient classroom space, but also lacked such facilities as auditorium, gymnasium, athletic field and modern laboratory equipment.

School Superintendent O.J. Korb of South Euclid had come to the conclusion that the best solution to the joint problem was to create a single school system serving both villages. He felt that neither was large enough to support adequate high schools separately. Dr. J.E. Rowland of South Euclid, when elected to the Cuyahoga County Board of Education, supported the merger. Adding weight to the argument was the fact that Lyndhurst already was sending its high school students, paying \$11.00 monthly tuition, to South Euclid. Two advocates of consolidation on the Lyndhurst Board of Education were the chairman Mrs. Harry (Beryl) Brainard and Horatio Ford. A majority of Lyndhurst residents, however, opposed being "annexed" to the South Euclid schools. The move also was disfavored by a minority in South Euclid. Among their reasons were the desire for independence in school decisions and fears that the combined system would create tax inequities between the two villages. In the case of Lyndhurst, the memory of the arbitrary closing of District 4 was still fresh and many residents feared they would receive secondary consideration. Although Superintendent Korb already had under option the site that later was chosen, a

rumored location of the high school in South Euclid was considered inconvenient for Lyndhurst pupils.

School Systems Combine

When the county board announced its decision to establish a single school system for the two villages in February 1924, the Lyndhurst objectors took the issue to court. In May 1924 Common Pleas Judge F.E. Stevens in a significant decision ruled, in effect, that the broad interests of education should prevail over other considerations. Judge Stevens upheld the county board decision. Full text of this decision, which has been widely quoted in United States school disputes, was printed by the South Euclid Citizen on May 7, 1924. The Lyndhurst objectors lost the case; however, they gained a high school of great beauty and civic value. When the dispute ended, an eighteen acre tract of land in Lyndhurst, just over the South Euclid City line, became the site of the new combined high school. The site consisted of the Henry Melcher farm and part of the Dodsworth farm, almost in the exact geographical center of the area it serves. A \$468,151 building was completed late in 1926, and classes commenced in January 1927.

Superintendent Korb, who later became head of the East Cleveland schools, was the first Superintendent of the combined system. Serving on the reorganized board of education was President S.C. Vessy and A.J. Knapp of Lyndhurst and G.W. York, T.H. Nash and W.R. Carson of South Euclid. Traditionally, they have tried to maintain this ratio of membership through the years.

In February 1928 the Brush Parent-Teacher Association was organized with thirty-eight members and Mrs. William E. Kneale as president.

The South Euclid-Lyndhurst Board of Education started with two elementary schools; Victory Park School built in 1921 and Richmond Road School built in 1921. The newly constructed high school was named in honor of a son of Euclid Township, Charles F. Brush, known nationally and internationally as one of the distinguished inventors and scientists of the world, a pioneer in the development of the practical use of electricity in its many applications. He invented the Brush Arc Light, which enabled Cleveland to be the first city in the United States to have electric street lighting. Brush High School opened its doors to 412 students in grades seven through twelve with sixteen classrooms, an auditorium, library, gymnasium and cafeteria. There have since been five major additions to the building.

Memorial Junior High was the first school to house only seventh through ninth graders, although it opened in February 1949 with only elementary children in the eighteen classrooms. In the fall of 1949 a seventh grade was added, beginning this new division of education in the South Euclid-Lyndhurst schools. Today, after several additions and remodeling, there are forty-one classrooms, a library, gymnasium and cafeteria.

Justin E. Rowland School, built in November 1949, required more additions than any other elementary school to accommodate the rapidly growing area. Andrew J. Anderson School was built in 1952 to serve both Lyndhurst and South Euclid pupils as well as some from Richmond Heights. Adrian School followed in 1953; Lowden School in 1954, climaxed by the erection of Greenview Junior High School, which opened in September 1958. All children from Lyndhurst and South Euclid south of Mayfield Road attend Greenview grades seven through

nine. Southlyn Elementary School and Administration Building was completed in 1955. The remaining public schools in the district are: Chester C. Bolton School (1950), Sunview School (1954) and Ridgebury School (1959).

At present the school district includes all of the area of South Euclid that is east of Warrensville Center Road, the entire municipality of Lyndhurst and a small section of Richmond Heights south of a line extending from Ammon Road to the Highland Heights line, essentially along Monticello Boulevard and Wilson Mills Road and neighboring streets. The residents in this section petitioned the Cuyahoga County Board of Education in 1928 to be included in the South Euclid-Lyndhurst School District, because they wanted quality education for their children without having to travel to Euclid. A small section of South Euclid west of Warrensville Center Road including Warrendale, Colony, Eastway and East Antisdale Roads are in the Cleveland Heights-University Heights School District.

Superintendent of Schools:

1913-1920	George H. Knappenberger
1920-1939	O.J. Korb
1939-1942	C.R. Dustin
1942-1953	William P. Edwards
1954-1958	Robert Timmons
1958-1966	Alan Shankland
1966-1972	Dr. Marvin Maire
1972-1976	Dr. Thomas Powers

School Board Presidents:

1911	Justin E. Rowland
1913	C.C. Rankin
1916	L.A. Black
1917-1924	W.R. Carson
1924-1929	S.C. Vessy
1930-1935	Thomas Nash
1935-1936	Prof. F.H. Neff
1936-1939	Grange Alves
1939-1941	Dwight D. Fierbaugh
1941-1954	J.C. Nichols
1954-1962	D. James Pritchard
1962-1968	Reed Hadsell
1969-1970	Arthur Pelander
1971-1972	Charles R. Day
1973-1974	James R. Kennedy
1975	Justin R. Baum
1976	Dorothy T. Mitchell

EARLY SCHOOLS

Early colonial school buildings (1600-1700) were often make-shift out-buildings, such as unused barns, chicken coops and wagon sheds. When an actual school was built, it was almost always used as a town meeting room and later became the village hall or village meeting room.

These school buildings were always built within sight of the village center for protection. Wild animals frequently roamed the roads in those early days. Sometimes, small children were actually devoured by beasts.

America's earliest schools were established for religious reasons. The original three "R's" were "reading", "riting", and "religion". This was done so that the children could read the Bible and quote from it. Many New England schools were once religious meeting houses. Arithmetic did not arrive in the average classroom until the 1700's. When the early "colonial" period wore off and Puritanism died, schools began to teach more than just reading and writing. The Bible began to play a lesser role.

The very early schools did not have separate school desks. Sticks were driven between the logs in the wall at a 4 feet height. Planks were laid on top the sticks to form a shelf-like desk top. Rough planks were placed next to and below the shelves. These were the seats. School desks as we know them today became standard in the 1800's.

The first school desks were made of wood and placed on platforms to separate them from the dirt floor to keep the students feet warmer during winter. Unruly school boys often scuffled the dirt whenever the teacher left the room.



Little Red School House approximately 1919. Notice the basement windows

The teachers desk was also on a raised platform. Both the teacher and students probably used footwarmers in the wintertime. Burn marks on some platforms and desks attest to that fact.

Heating the classroom was always a problem in the early days. Sometimes, ten or twelve cords of wood would not last the winter. The wood shed frequently was as large or larger than the school house itself. The wood shed was most likely a separate building or a lean-to attached to the schoolhouse.

The parents were responsible for providing the wood. The student who brought in the least wood usually sat farthest from the fire. Each week, a different boy, designated fire-monitor, opened the schoolhouse, cleared out the ashes, and started a new fire.

By 1800, the iron stove was an accepted method of heating. Both schools and churches allowed them inside.

Teachers salaries were usually very small and included "provision pay" ie; corn, flax, oats, hay, brick, iron, and all kinds of farm produce.

Before the Revolutionary War, a teachers salary averaged \$1.50 per week. Room and board were included. Sometimes, the entire pay was in provisions with no money at all.

Strict discipline was a common way of life in Early America. Children were frequently punished in school. The hickory stick was a very important piece of school equipment. Some very early schools had whipping posts. "Spare the rod and spoil the child" was both home and schoolhouse psychology. Students were often struck across the hand with a ruler. But the early rulers were not as we know them today. Instead they were light, flat and limber. It made a loud slapping sound and was designed to scare more than injure. No printed or ruled paper existed in the early days. The ruler was used to draw the lines and ultimately the "inch" marks were added.

Punishment was frequently administered by the school master. The students' ages varied between four to seventeen years. Bedlam was the usual format of the day. The teacher had to use considerable judgement in meting out discipline as the entire class was always watching.

The teachers were usually chosen for his (or her) ability to keep order. Discipline marked successful teaching. Some teachers were run out of town, while others stood their ground and defended their authority in fistic engagement. Occasionally all the teacher needed to do was recognize the chief bully and beat him in wrestling or fighting. This method cured all challengers.

Girls were never spanked. A simple rap on the hand with a ruler sufficed. A more unruly girl would be made to sit for 30 minutes on a one-legged milking stool called the uniped.

If the teacher ever saw the entire class in disorder, he piled all the boys in a pyramid and spanked the unlucky ones on top.

*If good words and gentle means will not reclaim the wicked,
They must be dealt with in a more severe manner.*

EARLY SCHOOL EQUIPMENT

The original early black boards were just that, "blackened boards". Slabs of wood were darkened with a mixture of eggwhite and carbon of a charred potato. Slate came into its own later. Chalk had been around for some time in the form of unrefined chalkstone.

Lunch boxes in the older days were things of beauty. In those days, nothing was thrown away. Highly decorated tin cans of numerous variety were used as lunch boxes, i.e: lard, tobacco, dried fish, and tea. In fact, these were designed to be used as lunch boxes when empty. Some even had wooden handles.

Children usually made their own quill pens and lead pencils at home. They also made their own rag-paper copy books at home.

Most schoolboys carried pocket knives which were called pen knives. These originally were used to make quill pens and were a necessary part of early American school equipment, which explains why the old desks were carved. Many gems were carved, such as "John loves Mary," "M.P. loves A.P." and last, but not least, "last day of school 1874".

Lead pencils at first were just rods of lead used for making ruled lines on paper. The modern wood covered lead pencil as we know it today did not arrive here until the 1800's. The first pencil factory opened in New York in 1860.

The slate box used for carrying pencils was usually very elaborate and ornamental. It held copying cards, writing materials and had a slanted slate top.

All school paper was made of rags, and it was unthinkable to throw away even a piece of it. School children never scribbled needlessly or at random. They wrote from page edge to page edge, writing carefully and only that which they wanted to save. Each written lesson found its way into a sewn booklet and was kept for the entire school year.

Students spent many, many, hours on practicing spencerian penmanship until they were excellent. Everyone was expected to write well. The super writing masters were noted for their decorative flourishes as this was an important part of good penmanship.

It appears as if the rugged and strict religious colonial days made children more serious about life and learning. The following letter was written by John Quincy Adams to his father when he was in school at the age of nine years:

Braintree, June the 2nd, 1777.

Dear Sir: I love to receive letters very well, much better than I love to write them. I make a poor figure at composition, my head is too fickle, my thoughts are running after bird's eggs, play and trifles till I get vexed with myself. I have but just entered the third volume of Smollett 'tho I had designed to have got it half through by this time. I have determined this week to be more diligent....I have set myself a stent and determine to read the third volume half out. If I can but keep

this resolution, I will write again at the end of the week and give a better account of myself. I wish, Sir, you would give me some instructions with regard to my time and advise me how to proportion my studies and my play, in writing: I will keep them by me and endeavor to follow them. I am, dear Sir, with a present determination of growing better, yours,

John Quincy Adams.

P.S. Sir, if you will be so good as to favour me with a blank-book, I will transcribe the most remarkable occurrences I meet with my reading which will serve to fix them upon my mind.

Analysis of defects in writing and their causes

Defect	Cause
Too much slant	<ol style="list-style-type: none"> 1. Writing arm too near the body. 2. Thumb too stiff. 3. Point of nib too far from fingers. 4. Paper in wrong position. 5. Stroke in wrong direction.
Writing too straight	<ol style="list-style-type: none"> 1. Arm too far from body. 2. Fingers too near nib. 3. Index finger alone guiding the pen. 4. Incorrect position of the paper.
Writing too heavy	<ol style="list-style-type: none"> 1. Index finger pressing too heavily 2. Using wrong pen. 3. Penholder of too small diameter.
Writing too light	<ol style="list-style-type: none"> 1. Pen held too obliquely or too straight. 2. Eyelet of pen turned to side. 3. Penholder of too large diameter.
Writing too angular	<ol style="list-style-type: none"> 1. Thumb too stiff. 2. Penholder too lightly held. 3. Movement too slow.
Writing too irregular	<ol style="list-style-type: none"> 1. Lack of freedom of movement. 2. Movements of hand too slow. 3. Pen gripping. 4. Incorrect or uncomfortable position.
Spacing too wide	<ol style="list-style-type: none"> 1. Pen progresses too fast to right. 2. Too much lateral movement.

The above analysis was worked out in a scientific way by Prin. W.C. Reavis of St. Louis. By a close study of each child during the writing period the teacher should be able to tell the pupil just what is wrong with his writing and how he can proceed in order to improve his writing.

Characteristics of good writing

Uniformity of slant.

Uniformity of Alignment.

Quality of line.

Correct letter formation.

Uniform spacing between letters and words.

Ayer's Writing Scale, Gettysburg Edition and Freeman's Scale should be in every school room.

*If this book should chance to roam
Box its ears and send it home.*

TEXT BOOKS

The very earliest colonial book was called a Horn Book. This was not really a book, but simply a bit of printed paper about three by four inches fastened on a thin piece of board. The printing was covered with a thin translucent piece of horn, (similar to celluloid) thus the name, Horn Book.



Horn Book

The colonial teachers usually taught arithmetic without text books. They gave to their students rules and problems from manuscripts which the schoolmasters had themselves made under their teachers. Many students in the seventeenth and eighteenth centuries never saw a printed arithmetic book. One of the earliest was "Cockers Arithmetic," printed in 1677. Thomas Dilworth's book came in 1743.

A "primer" book originally consisted of private devotions, such as the Creed, Lord's Prayer, Ten Commandments, a few psalms, and some simple instruction in Christian knowledge.

The "New England" primer succeeded the early versions. It also was known as the New York Primer, The American Primer, and the Columbian Primer. It was used for almost one hundred years and was used as late as 1806.

Every primer had a page devoted to the alphabet, and usually two pages of curious word fragments, "ab," "eb," "ib," "ob," "ub," etc. Then came three pages of words graded from one syllable to multi-syllable. The rest of the book was almost entirely of religious and moral nature. Included was a series of 24 tiny pictures arranged alphabetically accompanied by a two or three line jingle. The pictures depicted religious themes such as, the Garden of Eden, Noah's Ark and Felix and Paul.

Besides studying their books, the girls did extra duty sewing and knitting. Each made an elaborate sampler which was expected to be a household treasure ever after.

The sampler was a square or rectangular piece of coarse linen or silk, onto which was stitched the alphabet in small and capital letters, the number digits, a verse of sentiment, and the student's name, age, date, and address. Also added were decorations of trees, animals, ornate borders and people. The alphabet portion was frequently used as reference material to show the proper formation of the letters when clothing was to be marked. It was this reference feature that made the article a "sampler".

The sizes varied from seven by nine inches to twenty one by twenty seven inches. A typical verse would read:

*Next unto God dear parents I address
My self to you in humble thankfulness
For all your care and pains on me bestow'd
The means of learning unto me allow'd.
Go on I pray and let me still pursue
Those golden paths the vulgar never knew.*

Children have always been subject to scribbling, and those in the old one room schoolhouses were no exception. The first thing the school child did was to mark his name on the book, usually on the front flyleaf. Sometimes he lettered it outside on the cover, or even on the edges. The children exhibited considerable originality in spelling and punctuation, and sometimes the lack of it. Typical examples are:

*William Gidding's 1779
Elisa Lee's Property Hartford Nov. 10, 1810
Miss Jane Smith, her book*

Frequently the childrens name were accompanied by verses such as:

*Steal not this book, for if you do
Tom Baxter will be after you.*

*Steal not this book for fear of strife
for the owner carries a big jackknife.*

Sometimes, the jingles were located on different pages so as to lead the reader on a chase:

*If my name you wish to see
look on page 103*

Turning to that page would reveal:

*If my name you cannot find
look on page 109*

Noah Webster was born in Hartford, Connecticut in 1758. He attended Yale College and intended to become a lawyer, but later turned to teaching. In 1782 he compiled one of the first spelling books. This book gained wide acceptance and Webster's copyright receipts amounted to about one cent a book. The total distribution was twenty four million.

The book's first title was "The American-Spelling Book", later changed to "The Elementary Spelling Book". His book became the American Standard and brought order out of chaos.

The speller was also known quaintly as "The Old Blue-Back" and was in use as recently as the early 1900's. It stands unrivalled among American books in circulation and length of service.

Webster's Dictionary was compiled between the years 1807 to 1827 and it too was a remarkable monument to his genius.

The first reader produced on this side of the Atlantic was by our illustrious author, Noah Webster, shortly after the revolution. The book is described as an "American selection of lessons in reading and speaking calculated to improve the minds and refine the taste of youth, to which are prefixed rules in elocution and directions for expressing the principal passions of the mind".

A second reader published by Webster was called "The Little Reader's Assistant. The book told simple stories of Columbus, Captain John Smith, Indians, etc.

Other Readers were:

Caleb Bingham's "The American Preceptor" 1794

The Columbian Reading Book, Philadelphia 1799

The Mental Flower Garden, New York 1808

The Common Reader, Strong 1818

The Rhythmical Reader, Comstock 1832

The Second Class Reader, Emerson 1833

The Monitorial Reader, Adams 1839

The Young Speaker, Lovell 1844

Arithmetic Books of the era were:

Arithmetic by Nicholas Pike 1788

An Introduction to Arithmetic, Erastus Root 1796

Arithmetic, Daniel Adams 1801

Mercantile Arithmetic, Walsh 1807

The Scholar's Arithmetic, Jacob Willetts 1817

Intellectual Arithmetic, Warren Colburn 1821

The North American Arithmetic, Emerson 1838

Geography Books were:

Geography, Nathaniel Dwight 1795

Geography Made Easy, Jedidiah Morse 1800

The Monitor's Instructor 1804

Geography, Benjamin Davies 1813

Geography, Cummings 1814

Geography For Beginners, Willard 1826

Elements of Geography, Worcester 1828

Geography, Peter Parley 1830

A National Geography, Goodrich 1845

Grammars, Histories and minor text books rounded out the spectrum of books. Lindley Murray, born in 1745, wrote his first grammar book in 1795. He introduced a system into the treatment of the subject, and is known as "the Father of English Grammar". Some books of the era were:

Murray's Grammar, Lindlay Murray, 1795

The Little Grammarian, New York, 1829

Easy Exercises in Composition, Frost, 1839

A Universal History of the United States, 1830

A History of the United States, C.A. Goodrich, 1832

History of the United States, Noah Webster, 1832

First Lessons in Geology, Godding, 1846

The Young American, Goodrich, 1842

By 1850, the formative period in the manufacture of school books was over. Even though the newer books were of better quality and substance, they did not have the picturesque interest nor the antique charm of the original firsties.

William Holmes McGuffey was born in 1800 in Pennsylvania. His family moved to Youngstown, Ohio where he mastered the school arts at 13 years of age. He received his A.B. degree with honors in 1826. He became professor of languages at Miami University in Ohio when he was 26 years old. He compiled and published his famous readers between the years 1836 and 1857. These textbooks became virtually the universal readers in the expanding common school system. They went through many editions and sold 122,000,000 copies. McGuffey was one of the three founders of the common school system of Ohio. He died in 1873. His books were used in Euclid Township until 1905.

Mark Twain wrote "*The Adventures of Tom Sawyer*" in 1876 and "*The Adventures of Huckleberry Finn*" in 1884. These books combined adventure, imagination, realism, humor, and human nature to a degree which makes them great American books.

Prior to 1914, almost all the school children had to purchase their own school books. Many boards of education including Euclid Township then started introducing free text books.

The boards felt there were many advantages of free texts which improved school efficiency such as:

1. Every pupil has a book the first day of school.
2. The school district furnishes the building. It should furnish the tools.
3. It cost the whole district less since all books are bought at wholesale.
4. It removes the objection to securing new and modern text books whenever this becomes desireable since when the old books are worn out the board of education can buy new books at no greater cost than new books of the old kind and without injustice to any school patron.
5. It removes the burden of buying books from people who must move occasionally and are the least able to bear the burden.

The main objection to free texts was the fear of spreading diseases, but it was found that fumigating completely negated the problem.

In 1916, the Cuyahoga County Superintendent recommended the following books for the county:

1. Houghton, Mifflin & Co., Boston Mass.
Preparing for citizenship
Riverside Primer
Riverside Readers (First through Eighth)
2. The American Book Co., Cincinnati, Ohio
Pearson & Kirchweys Essentials of English Book I and II
Websters Elementary School Dictionary
3. Newson & Co., New York City
Aldine First Language Book
4. The World Book Co., Chicago, Illinois
The New World Speller (Grades 3 to 8)

5. The MacMillan Co., Chicago, Illinois
Tarr & McMurrays New Geographies Book I and II
6. J.B. Lippincott & Co., Philadelphia, Pa.
Davis Productive Farming
7. Ginn & Co., Columbus, Ohio
The Wentworth-Smith Essentials of Arithmetic (Primary, Intermediate and advanced books)
- The Gulick Hugiene Series (5 books)
Book I, Good Health
Book II, Emergencies
Book III, Town and City
Book IV, The Body at Work
Book V, Control of Body and Mind
- The Gulick Hygiene Series (2 books)
Book I, Good Health
Book II, The Body and its Defenses
Beacon Charts and Perception Cards
Beacon Primer
Beacon Readers, (First through Third)
8. Rand McNally & Co., Chicago, Ill.
Maces School History of the U.S.
9. D.C. Heath & Co., Chicago, Ill.
Bourne and Bentons Introductory American History
10. Zaner and Bloser Co., Columbus, Ohio
Writing Books, (One through Eight)

*The schoolmam, see, whose only care,
Is to instruct her tender youth,
How they may vice's ways beware,
And tread the steps of peace and truth.*

HISTORY OF THE COUNTY SCHOOL SYSTEM

The founding fathers of our country foresaw the need of an educated electorate and advocated a system of free public schools everywhere in the nation. However, public education was regarded as a function of the individual states and public schools were established as local institutions. During the early period of our nation's history these local schools were suited to the needs and demands of a simple economy. However, the establishment of a democratic system of government brought new demands on the schools.

The first general school act of Ohio was passed in 1821 and provided for the establishment of school districts within townships.

In 1838, legislation provided that the township clerk should serve as township superintendent of schools, the county auditor serve as county superintendent and the state superintendent serve as the head of the state school system.

In 1890, the legislature enacted a law which committed the control of the public schools to township boards of education. The Workman Law passed in 1892 abolished subdistricts. The township boards of education were given the



School Bus used in 1920. The bus driver is Mr. Richmond

authority to employ a superintendent of schools and also to employ assistant superintendents, teachers, and other employees.

The legislature then provided for the centralization of the schools of a township. Boards of education in these centralized districts were to consist of five elected members. The township clerk and the township treasurer were designated as ex-officio members. Pupils were to be conveyed to these centralized schools at public expense. A graded course of instruction was required and a 2-year high school was authorized.

In 1904, those township districts not centralized were definitely centralized at least in control of the township boards of education. The township boards of education were made to consist of 5 members elected at large.

"Special" school districts were created by special legislation in many instances upon the slightest provocation and usually without any consideration of the general educational welfare of all the children.

In 1906, the State Supreme Court and the Circuit Court held that "special" school districts were unconstitutional.

The new school code law of 1914 established the following:

1. City School District
2. Exempted Village School Districts
3. Village School District
4. Rural School District
5. County School District

These were recodified in 1943 as follows:

1. City School Districts
2. Exempted Village School District
3. Local School District
4. County School District
5. Joint Vocational School District

School Districts

The organization of the public school system of Ohio is by districts, each district being governed by its own board of education.

A school district is a geographical division of territory, an organized agency of the state, and established exclusively to provide control of its public schools.

Originally, school districts were involuntary corporations created by the state without consent of their inhabitants, and they were given limited political and governmental functions. In recent years, there has been a tendency to form new school districts which give the inhabitants more voice in determining such matters.

Originally, in the formation of school districts, it was the policy of the State of Ohio to make school districts coincide with the territorial boundaries which already existed such as townships, villages and cities and to have them, as they passed out of one classification, merge into the next higher one.

This policy has been changed in more recent years until now very few school district boundaries coincide with township or corporation lines. Many districts are even parts of two counties and a few even extend into three different counties.

The powers, duties and liabilities of a school district are only such as are prescribed by law. It has no common law powers.

The legislature has the right to classify school districts as much as it has to classify municipalities.

South Euclid-Lyndhurst School System—1976

The South Euclid-Lyndhurst schools are in an autonomous city district, one of 32 public school systems in Cuyahoga. The district includes all of Lyndhurst, all of South Euclid except some 500 homes and apartments in the southwest corner of the city, and, since 1929, a single precinct of Richmond Heights. Residents of that area petitioned for annexation because of the distance their children had to travel to high school in Euclid.

Population of the district is about 50,000, with 7,500 enrolled in the public schools. The district's highest enrollment was 9,092 in 1969.

*A Good Girl
Her school she does love,
And when she is there,
For plays and for toys,
No time can she spare.*

COUNTY SUPERINTENDENTS

The county school districts in Ohio were created in order to provide some form of supervision over the educational program of all boys and girls of school age but particularly the rural communities. Prior to 1914, the village and rural schools of Ohio in many instances, received little or no supervision. From 1838 to 1853, the township clerk was ex-officio township superintendent and during a part of that period he might be paid the sum of \$1.00 for each visit which he made to a district school. Prior to 1853, the county auditor was ex-officio county superintendent of schools. No form of supervision of the rural schools was made until 1872 when it was made permissible for townships or rural schools to employ superintendents on either a full-time basis. However, very few township districts did so.

Prior to County supervision in Ohio, it was difficult for the state to secure valid reports from the schools or to disseminate information.

Before 1910, there were only sixty-nine (69) cities in Ohio and these cities enrolled approximately one-third of all the pupils attending the public schools of the state. Thus, even though public education was recognized as a function of the state, approximately two-thirds of the public school pupils were enrolled in schools with which the state had very little contact and the state had very little influence on the type of educational program in these schools.

The County superintendent's position in Ohio therefore emerged as an arm of the state school system and still serves an important function in this respect. State responsibilities for education could not be discharged effectively without maintaining contact with local district school officials and teachers. It was rather simple to maintain these contacts with sixty-nine (69) districts which had employed superintendents but extremely difficult to maintain contacts with school officials and teachers in 2600 township, village and rural districts, most of which had no superintendents.

To meet this problem, it was only natural to turn to the county which was already a political unit.

The county superintendent of schools thus became an important link between the state and the local school district.

At least three specific functions were assigned to county boards of education and county superintendents of schools by the State School Survey Committee and the 80th General Assembly of Ohio. These functions were:

1. Establish larger and more efficient local school districts and thus reduce the tremendous number (2594) of local school administrative units in existence at that time.

2. Make provisions so that every child of school age in Ohio might be able to attend a properly supervised school.
3. Serve as an intermediate unit between the state and local (township, village and rural) school districts in collecting, compiling and recording valid statistics in the operation of the schools and in disseminating information back to these schools from the state.

These originally assigned responsibilities still exist. The county board of education consists of five members elected at large from the county school district for a term of four years. This board has general supervision of local school districts within the county school district. It appoints the county superintendent of schools as its clerk and executive officer, adopts textbooks upon his recommendations, prescribes a course of study for the schools in the county school district and has authority to initiate changes in school district boundaries.

THE BOXWELL-PATTERSON LAWS

In 1892, the Boxwell law was passed. This authorized township boards of education to pay the tuition for all pupils of the township schools having passed the examination and holding a Boxwell diploma. As this law was not mandatory, many of the boards of education refused to give their pupils the advantage of a high school education by not paying their tuition. Senator Patterson introduced a bill amending this law, making it mandatory for township boards of education to maintain a high school or to pay the tuition of Boxwell graduates.

The intent of this law was also defeated in many school districts by the boards of education establishing high schools which were high schools in name only, not to give the children the opportunity to attend a high school, but to avoid paying their tuition in a high school. An attempt was made to remedy the weakness of this law by passing a law requiring the State Commissioner of Common Schools to classify the high schools into first, second, and third grade high schools and to issue a certificate to the schools so classified. All high schools not receiving such recognition were outlawed as high schools and prohibited from collecting tuition from Boards of Education for the Boxwell-Patterson graduates, but were compelled to pay tuition for these pupils in a recognized high school.

The Commissioner of Common Schools was required to make this classification on the information received from clerks of boards of education, instead of having State School Inspectors in his office to examine the conditions and to give a correct basis for such classification. It was impossible for the Commissioner personally to make inspection, and the information gained through these reports was inadequate. This was an educational misfortune for all the schools, not only for the elementary and high schools but for the higher educational institutions. Many children of the state suffered in their educational work because the Commissioner did not at this time provide for school inspectors to investigate every school before the certificate of classification was granted.

Hundreds of high schools sprung up all over the state. Many of them should never have been recognized as high schools, because they had not the necessary conditions for high schools, either in teachers, library or apparatus. In a large number of these schools, especially in the smaller schools where there was not enough wealth to support high schools, the teachers in the elementary schools were the cheapest that could be employed, and frequently the number of teachers was insufficient. The elementary schools in these districts were crippled to save enough money to have a so-called high school to avoid paying tuition. The elementary schools were frequently poorly equipped, having neither supplemen-

tary readers, library, maps, globes, dictionaries nor other equipment necessary for a good school.

To make a bad case worse, many third grade high schools, which were chartered for only two years of high school work would attempt to teach the seventh and eighth grades, four years' of high school work and an additional year known as review or normal course, with only one teacher, with neither preparation nor physical equipment. Such conditions simply cheat and defraud the children out of their legal and moral rights to educational opportunities.

The course of study approved by the Commissioner was not the course of study in the school, and he was helpless in the case because such conditions were not reported to him and he did not have the time to make investigation. Even the people having such schools seem to believe that their schools were good; they had no educational standard of efficiency.

To remedy such conditions and to protect the educational interests of the children, the General Assembly passed legislation which provided the State Commissioner of Common Schools with two competent inspectors who would examine any public school in the state, visit teachers institutes, confer with school authorities, and assist them in any way deemed necessary.

COUNTY SCHOOLS

In 1914 when the Cuyahoga County Board of Education was formed, the educators were extremely dissatisfied with the existing educational standards. The newly passed "New School Code" of Ohio was music to their ears. However, there were some who found fault in thinking the cost would be too great and that there was no need for supervision. Educators felt that schools were an investment, not an expense. Up to reasonable amount, the returns far outweighed the increased cost. No public money gave such large returns as that invested in our boys and girls.

The rural schools were not keeping pace with progress and the new law intended to correct that.

Everyone knows that the successful farmer is the one who puts brains and money into his farm. The little one-room school houses proved that no money or effort were put to their improvement.

The question of supervision was just as easily answered. No business man goes into any project without carefully studying the situation, without making a definite program and without carefully supervising it at all times. The merchant does not fail to supervise his clerks. He knows his business would go to ruin unless he carefully directed his employees. The fact is that the rural schools were practically void of any supervision.

A common rural sight in 1914 was to see poor, dilapidated school buildings, small and ill kept grounds with no place for play, and out-buildings beyond description while just across the road were seen beautiful homes with modern conveniences, large yards well kept and beautiful with flowers, fine barns, the best of stock, modern machinery, with an automobile and paved roads for rapid transit, a telephone and a mail box to receive the daily news. If a "Rip Van Winkle" of two decades prior to 1914 were to return then, he would be lost in a world far different from the one he knew unless he were to enter some of the old district schools. Here he would be at home. Even the same old maps would greet his reminiscent gaze.

This situation raised questions: why should not the school house and grounds be as attractive as the home? Do not the children spend nearly half their waking hours at school?

Cities tax themselves for parks and playgrounds. Why should not the country where land is cheaper and the boys and girls as good, have commodious, beautiful and well kept playgrounds? Why should not the interior of the school house be clean and well adorned? Why not first class pictures instead of poor ones or none at all? Why not good paint and frescoing instead of dirt or just whitewash? When were the "box-car" type of one room buildings to be replaced? The old, unsightly pot-bellied stove violated every principle of heating and ventilating as well as the aesthetic taste of every body. Why not for every child a modern, well



*First Graduating Class
Lyndhurst Village School 1922*

1st Row: left to right - Frank Keller, John Spiegel, Unknown, Frank Bolek, Albert Keller, Unknown Burris, Walter Bookman, Ben Harrison, Mike Manning, Unknown, Unknown Luchterhand, Marvin Whiting, Unknown, Unknown, Frank Luchterhand. 2nd Row: Loretta Scheuring (teacher), Unknown, Marie Bolek, Unknown, Unknown, Unknown, Marie Spiegel, Unknown, Jane Hayes, Dorothea Schuerger, Unknown Schuerger, Unknown, Mildred Bookman, Unknown, Unknown, Millie Kebrdle, Unknown. 3rd Row: Clara Dill (teacher), Unknown Wenrick, Edith Vessy, Gladys Faust, Unknown Bluim, Unknown, Carl Wenrick, Rudy Wenrick, Unknown, George Kebrdle, Norman Galloway, Unknown, George Burris, Unknown, Rob. Munn. 4th Row: Bessie Keller (teacher), Unknown, Unknown, William Emshoff, Unknown, Julius Dremann, George Kebrdle, Harry Hayes, Irene Haubrick, Unknown, Unknown, Unknown, Vera Bolek, Unknown

equipped building? The building should be properly lighted, decorated in appropriate manner, have a well stocked library, modern seats, latest plumbing and beautiful pictures. The building should have rooms equipped for strong courses in the sciences, agriculture, manual training, and home economics. One or more play rooms should be provided. The grounds should be commodious, fenced and adorned with grass and well placed trees, shrubbery and flowers. Playground apparatus such as swings, giant-stride, slide and see-saws, basket ball, baseball, and volley ball should be found.

An aroused public will solve almost any problem. Subsequent events following 1914 showed that almost all of the proposed questions have resulted in our school systems as we know it today. The schools abound with beauty, spaciousness, fine architecture, good instructors and able leadership. The founding fathers most certainly set education on a straight and true course.

He wore a three-cornered hat; his coat descended in long, square skirts, quite to the calves of his legs. He had on nanken small-clothes, white silk stockings, paste knee and shoe buckles. His waistcoat was of yellow embossed silk with long lapels. The sleeves and skirts of his coat were garnished with rows of silver buttons.

He wore ruffle cuffs; on his neck was a snow-white linen stock. Under his hat appeared a gray wig falling in rolls over his shoulders.

He had on a pair of turquoise-shell spectacles. A golden-headed cane was thrust under his arm.

Judds "Margaret"

TEACHING

Athletic victories are won by the teams that show the greatest amount of "inside play" or "team work". Educational victories are won the same way. It takes team work to get the best results. There must be co-operation of teachers, superintendent, and the board of education. The superintendents stressed slogans such as:

"Success and Victory"

"Pull Together"

"Motto: Children First"

Their goals were:

1. Better supervision
2. Better teaching
3. Better buildings
4. Better equipment

Teachers were constantly reminded to:

1. Be at the building $\frac{1}{2}$ hour before school opening- remain during noon hour.
2. Be kind, firm, cheerful, sympathetic, earnest, quiet, reasonable, progressive.
3. Plan your work and work your plan.
4. Have daily study and recitation program well planned and where pupils can see it.
5. Make out reports promptly and fully.
6. Make your opening exercises inspirational and of real value.
7. Encourage clean athletics, but subordinate to regular school work.
8. Encourage regular attendance of pupils.
9. Live yourself into the lives of the children and community.
10. Organize some "Social Center" meetings.
11. Get a Home Economics outfit and lead the girls in the study of cooking and sewing. Why not arrange for a hot lunch?
12. Get some tools, have a workshop and let the boys make things.

MEMBERS
MARY E. ENSIGN, PRESIDENT
WM. E. KNEALE, VICE PRESIDENT
J. W. DEAN
JOS. A. MORLOCK
HENRY SCHROEDER

LOUIS HARMS, CLERK
E. T. SCHROEDER, TREASURER

EUCLID TOWNSHIP
BOARD OF EDUCATION
EUCLID, OHIO

May 29, 1915

Miss Loretta Scheuring,
South Euclid, Ohio.

You are hereby notified that you have been elected as teacher for Euclid Township School No. 5, at a salary of \$45.⁰⁰ per month during the school year beginning in September, 1915 and ending in May 1916.

The Board reserves the right to make such transfers of teachers as may be for the best interest of the schools.

If this is satisfactory kindly mail me your acceptance of the position within 3 days - otherwise the position will be considered vacant.

Yours Very Truly,
Louis Harms

Clerk

School Board letter to Loretta Scheuring

13. Organize Audubon Societies. Your pupils should know the birds, realize their value and be ready to help protect and encourage them.
14. Teach the children some new games. Play is natural but should be directed.
15. Be enthusiastic and energetic. Put snap into your work.

The teachers were also stressed to improve themselves professionally:

1. Do some extension professional work.
2. Attend teachers meetings; local county, section and state.
3. Subscribe to at least one teachers journal.
4. Read a daily paper.
5. Attend a course of lectures.

The teachers were also taught to improve school property by:

1. Making it clean, sanitary and beautiful.
2. By making every day a clean-up day.
3. Getting patrons and pupils to help.
4. Getting the School Board interested.
5. Declaring war on the trash pile, filth, dirt and weeds.
6. Cleaning the water dipper and bucket.
7. Putting up the flag.

The boy students were taught the Boy Scout oath:

On my honor I will do my best, to do my duty to God and my country, and to obey the scout laws. To help others at all times, to keep myself physically strong, mentally awake, and morally straight.

The girl students were taught the law of the Camp Fire Girls:

1. Seek beauty
2. Give service
3. Pursue knowledge
4. Be trustworthy
5. Hold on to health
6. Glorify work
7. Be happy

Teacher Certificates

Starting in 1914, all school teachers were given examinations to qualify for a teachers' certificate.

No person under eighteen years of age could be granted a certificate. Three kinds of certificates were given:

1. Teachers Elementary Certificate which was valid in all the elementary schools in the village and rural schools of Cuyahoga County.
2. Teachers High School Certificate which was valid in all the high schools of the village and rural districts of Cuyahoga.
3. Teachers Special School Certificate which was valid in schools of all grades in the village and rural school districts of Cuyahoga County, but only for the branch or branches of study specified.

County boards of school examiners granted teachers certificates for one year and three years. Not more than three one year certificates and not more than one three year certificate was issued to any one person. Three year certificates were renewed twice only on proof of successful teaching. (Prior to this, school teachers could have been granted two year, five year, or eight year certificates.) Special rules also provided for issuance of certificates without examination.

No.

Class.

TEACHER'S CERTIFICATE.

THE UNDERSIGNED

School Examiners of Cuyahoga County, Ohio,

HAVE EXAMINED

AND FIND THAT..... IS QUALIFIED TO TEACH THE FOLLOWING BRANCHES:

COMMON BRANCHES

U. S. History.....

Reading.....

Writing.....

Orthography.....

Geography.....

Grammar.....

Arithmetic.....

Physiology and Hygiene.....

Theory and Practice.....

HIGHER BRANCHES

.....has furnished satisfactory evidence of good moral character.
This Certificate to be valid year from date, unless sooner revoked.

C. D. Hubbell,

BOARD
OF EXAMINERS.

Cleveland, O. 18.....

Teachers Certificate issued by Cuyahoga County

One year certificates were issued to applicants having an average grade of not less than seventy-five percent, with no grade below sixty-five percent in any one subject.

Three year certificates were issued to those applicants who had not less than eight months experience in teaching immediately before the test and who had an average grade of not less than eighty-five percent, with no grade less than seventy-five percent in any one subject.

Elementary teachers were tested in reading and any two of arithmetic, geography, physiology, history, grammar or agriculture.

High School teachers were tested in any three subjects of their choice including:

- | | |
|------------|------------------|
| Physics | Agriculture |
| Physiology | Botany |
| Geometry | Rhetoric |
| Algebra | General History |
| Literature | German |
| Latin | Civil Government |
| Chemistry | |

It is interesting to note that if the applicant was not known to the board of examiners, he/she was required to furnish evidence of good moral character.

During World War I when anti-German feelings were high in the U.S.A., the South Euclid Board of Education decreed on September 1, 1918 that the German language was not to be taught in its schools.

Teachers Salaries

In 1916, Euclid Township School District employed 8 school teachers at an average monthly salary of \$53.12 or \$478.13 yearly. All the schools of the County were in session nine months.

County Nursing

In 1915, the County Commissioners of Cuyahoga appropriated funds for the salaries of three Public Health Nurses to extend services to the towns and rural areas of the County. Between 1915 and 1916, they examined 5376 children and interviewed 656 teachers. Numerous suggestions were made to teachers and school boards regarding unsanitary conditions. As a result, public drinking cups and towels were replaced by individual cups and towels. Drinking fountains were installed or where this was impossible, as in our Little Red School House, water pails were provided with covers, thus keeping the drinking water free from dust and germ contamination. Nurses encouraged the giving of health talks both in school and before various clubs and organizations.

*A Good Boy
The boy that is good
Does mind his book well;
And if he can't read
Will strive for to spell.*

OUR OWN LITTLE RED SCHOOLHOUSE

The small rural school has for many years been highly praised for its contributions to the American way of life. There is no question but that those early teachers with their limited facilities did the best they could to inculcate the so-called basic skills of common learning. This was supplemented in a very effective way by the practical instruction that boys and girls received in their homes. Life was not easy for many of these pioneer peoples. While we would not deny the little red rural school any of the credit that it deserves, we must realize today that such schools had their distinct limitations. The heating arrangements were rarely adequate, while the less we say about the deplorable sanitary arrangements, the better for the little rural school.

From the social point of view, the small rural school made a remarkable contribution. Frequently, one school would serve a number of generations of the same family so that it became engraved on the hearts of its pupils, as well as stamped indelibly upon their minds.

The records show that in 1796, Nathaniel Doan drafted the original lot #38 (from Moses Cleaveland) which is in the southeast corner of Euclid Township. The lot size was approximately 160 rods x 160 rods. This is about 160 acres and was 1/6 the size of the larger tract 4. He did not retain this land. In 1802, the Connecticut Land Grant Company had a second draft for the land. Solomon Cowles, a wealthy businessman and land speculator in Connecticut purchased the entire tract 4 of 914 acres for \$7500.00 with the intent of parceling the land for re-sale. The transactions of the property are as follows:

- 1796, Nathaniel Doan acquired Lot 38 from Moses Cleaveland
- 1806, May 12, Solomon Cowles bought tract 4 (914 acres) for \$7500.00 from the Connecticut Land Grant Co.
- 1812, August 13, John Hubbard bought 659 acres from Solomon Cowles
- 1817, February, James Kingsbury bought 659 acres from John Hubbard for \$2500.00
- 1817, August, John Hubbard bought 659 acres from James Kingsbury for \$2005.00
- 1822, Hiram Ormsby bought 50 acres from John Hubbard for \$175.00
- 1824, April, Betsy King bought 50 acres from John and Mary Allerton for \$125.00
- 1827, June 2, Benjamin Sawtell bought 50 acres from Joseph and Betsy King for \$125.00
- 1831, February 14, Stephen Stebbins bought 49 acres from Benjamin Sawtell for \$600.00



Little Red School. This picture, taken in the fall of 1912, shows Teacher Clara Brueggemyer and her pupils in the one-room Lyndhurst school. In the seats, reading in each case from front to back, are: left row, Agnes Melcher, Ruth Baker, Cornelius Hayes; second row from left, Grace Baker, Alfred Melcher, Milton Hayes; third row from left, Stella Cain and Clarence Melcher; row at extreme right, Clara Melcher, Bertha Melcher. On the wall is a picture of Henry Wadsworth Longfellow.

- 1841, June 17, Amasa Stebbins bought 49 acres from Stephen Stebbins for \$600.00
- 1843, June 12, Euclid Township School Board bought 30 square rods from Amasa and Ruth Stebbins for \$10.00
- 1861, Euclid Township School Board bought 2.37 acres from Stebbins Family for \$100.00
- 1921, Lyndhurst School Board bought _____ acres from P.J. Twiggs for \$6750.00

The land for the Little Red School House was first sold to the Euclid Township Board of Education on June 12, 1843. The plot of ground was 6 rods x 5 rods which they bought for \$10.00 from Amasa and Ruth Stebbins. (One rod equals 5½ yards). A school was probably built soon after. The records indicate that a schoolhouse definitely was located on the land in 1858. Its construction is not known. Other schools in the area about the same time were built either of stone or logs so it is reasonable to assume its construction was one of these.

When the Civil War ended in 1865, the returning servicemen came home to a new era. Their children were growing, the community was getting more populous and the original log (?) schoolhouse was overcrowded. In 1861, the Township Board of Education foresaw the need for a larger school building and bought an additional 2.37 acres of land adjoining the original 30 square rods. They purchased the land from the Stebbins family for \$100.00.

The records show that our Little Red Schoolhouse (LRSH) was built in 1866. It was constructed of red brick and wood. The brick probably was obtained from the immediate Western Reserve area.

The dimensions of the school building are approximately 30 ft. x 40 ft. The ceiling is approximately 14 ft. high and the roof gable is above that line. There are four windows on each side of the building and two front doors, one for the boys and one for the girls. A single window is located between the doors.

Surprising as it may seem, the building was not constructed in a haphazard way strictly on the judgment of the farmer builders. Instead, rather, it was constructed according to a building plan. A Common School convention was held in Cleveland on December 28, 1837. The recorded events of that convention clearly describe how an improved one room school house should be built. The dimensions described are almost exactly that of our Little Red School House. The plan shows five rows of children seats; the aisles between seats are 19 inches wide. The ceiling was 14 feet high, a little arched and having a ventilation opening in the center about 2½ feet in diameter; a cover was fixed which was easily raised or lowered by means of a pulley. The open space at the back part of the school house could be occupied by the classes in reading, etc. . By having the children at a distance they were better taught to speak aloud.

The windows were about 3 feet wide by 6 feet high and about 4 feet from the floor. The seats are from 13 to 17 inches high; the desks are 24 to 28 inches high; the seats and desks are calculated for two, and are four feet long; the desks were sufficient to accommodate 70 children.

Our Little Red School House came very close to being exactly as described above.

However, the photograph of the class of 1912 clearly shows that the desks were not the double variety. Note also the three different sizes of desks. The blackboard ran the full width of the building.

The side walls of the building were constructed of a double layer of brick. The interior was plastered and the ceiling was lathed, then plastered.



Class of 1912-1913 District 4 School

1st Row: left to right - Alice Wishmeyer, Margery Black, Unknown, Unknown, Beulah Bluim, Myrtle Hawthorne, Unknown, Alfred Melcher. 2nd Row: Gerald Presley, Howard Presley, Harry Klaustermeyer, Clara Brueggemyer (Teacher), Henrietta Melcher, _____ Melcher



Class Picture 1917

1st Row: left to right - Thomas Ford, Carl Thomas, Unknown, Unknown, Unknown. 2nd Row: Wilbert Dremann, Elaine Reinker, Jane Fellows, Esther Batig, Ruth Melcher, Jeanette Blum, Marion Blum, Margaret Smith, Myrtle Hawthorne. 3rd Row: Hazel Kerruish, Herbert Batig, Julius Dremann, Andrew Ford, Alfred Melcher, Florence Smith, Mabel Wischmeier, Hilda Patzwald. 4th Row: Unknown, Robert Kebrdle, Unknown, Allen Black, Elsie Batig, Ida Smith

A pot bellied stove was located almost centrally in the room. These stoves usually blistered the backs of the nearest scholars and barely kept the farthest children from freezing. A stove pipe went straight up to the ceiling, bent at 90 degrees and exited upward at the rear of the building.

There is evidence that the first stove was located centrally, supported by either cement or stone to keep the floor from burning due to hot ashes and sparks. It was later moved to the northeast corner and finally removed in 1918.

There was no electricity in the very early days. Light was obtained from kerosene lamps which hung on the side walls. Bright polished reflectors on the back sides of the lamps helped increase light output.

A 14 foot high wall with 2 doors was located about 7 feet from the main entrance doors. This partitioned area served as a cloakroom for the children.

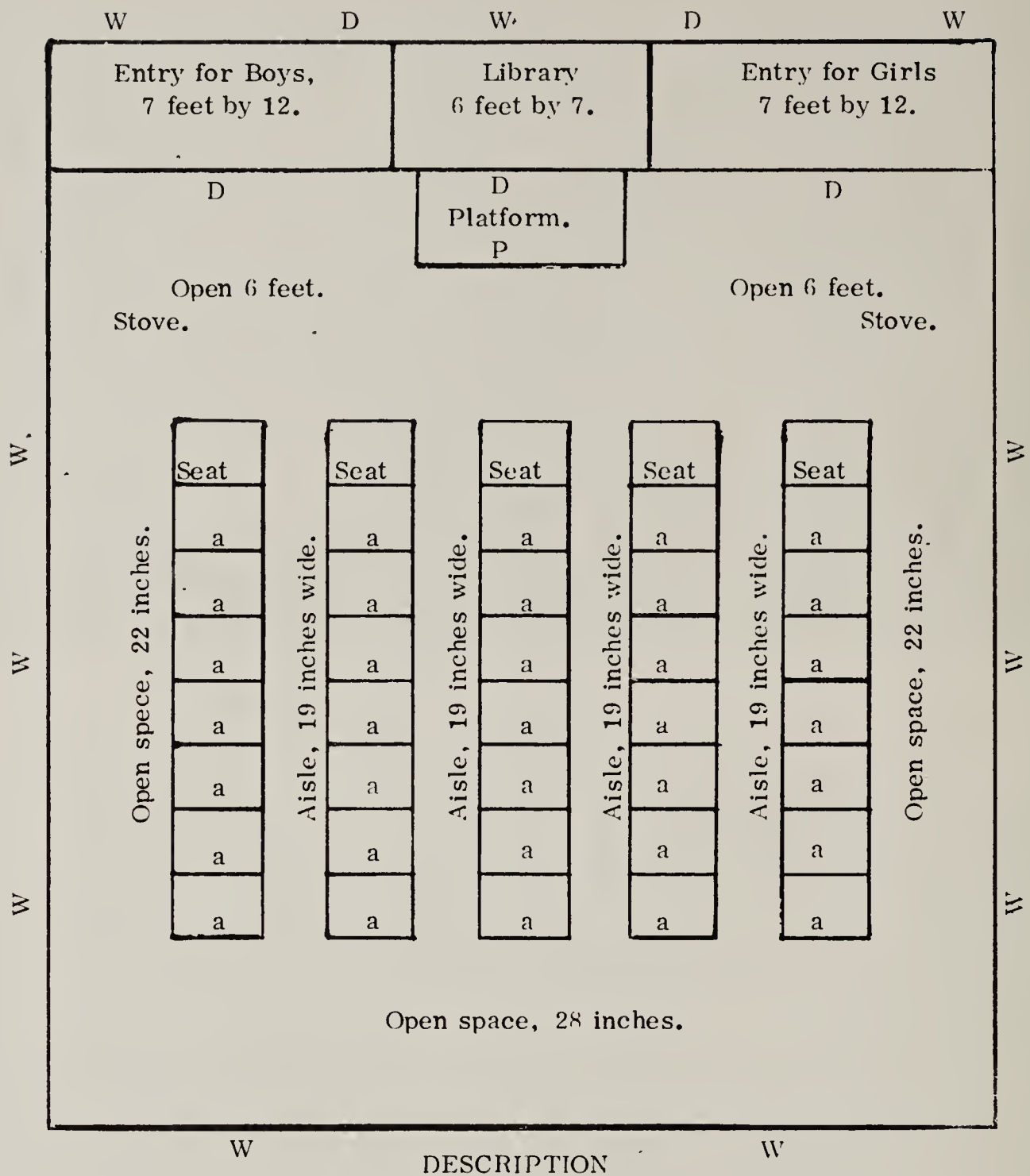
The roof of the building was covered with wood shingles. American white cedar wood had the remarkable quality to resist water and damp-rot. Cedar logs at one time were actually mined. Fallen cedar trees covered certain swamp bottoms; these logs were raised and made into shingles. The roof of Independence Hall in Philadelphia was made from this material.

The floor was unfinished hard oak and the seats and desks were fastened to the floor with screws.

Plumbing facilities were not available in the school.

An outhouse and woodshed were at the far rear of the property. Water was provided by a nearby well for the bucket and washbasin. The original school did

PLAN OF AN IMPROVED SCHOOL BUILDING
COMMON SCHOOL CONVENTION DECEMBER 28, 1837



The house is 30 feet by 40. Ceiling 14 feet high, a little arched, having an opening (for ventilation) in the centre, about 2 1/2 feet in diameter; a cover is fixed which may be easily raised or lowered by means of a pulley. The open space at the back part of the house may be occupied by the classes in reading, &c. By having them at a distance, they may be better taught to speak aloud.

P. Platform and table for teacher.

D. Doors. W. Windows.

a. Occupied by seat and desk facing the teacher.

Seats are from 13 to 17 inches high; desks from 24 to 28; the seats and desks are calculated for two, and are 4 feet long; desks sufficient to accommodate 70. Windows are a little more than 4 feet from floor; they are about 3 feet wide by 6 high.

COURTESY WESTERN RESERVE HISTORICAL SOCIETY



Little Red Schoolhouse Class Picture 1917

Left to right: Herbert Batig, Elsie Batig, Andrew Ford, Wilbert Dremann, Julius Dremann, Allen Black, William Emshoff, Ida Smith, Hazel Kerruish

not have a basement. Wilbur Dremann helped his father dig the basement in 1918 using a horse and scraper. They dug from the south side of the building. They even had to cut 4 inches of wood from the top of the horse's yoke to provide head clearance.

Robert Kebrdle remembers that he and Lloyd Wilson took turns shoveling coal into the new basement furnace. A hole was drilled into the wooden floor for a wire rope which connected to the damper. The teacher, thus, was able to control the temperature from the ground floor.

Sometimes when Miss Scheuring was in the basement, mischievous students would drop a string with a needle or pencil attached through the hole. That was not the way to make points with the teacher as she would storm upstairs demanding to know the culprit.

A steep staircase was installed near the front part of the building. The top step was near the boys entrance door. A hinged storm type trap door covered the opening. The door hinged upward to the front wall and was held open by a screen door type hook and eye. Later, after the school was moved, the trap door and staircase were replaced. The staircase was turned around with its top step near the girls entrance. A guard rail was added.

When the school house reopened in 1918, there were not enough students in Euclidville to fill the room. Most of the people in the area at that time were of German extraction and sent their children to St. John Lutheran School at Mayfield and Green Roads. They responded to the needs of the empty school by transferring their children, thus filling the classroom and assuring the opening of their own school.

The newly organized Euclidville School Board ordered fire extinguishers to be installed in the school, asked for speed limit signs on the roads to protect the



Class Picture 1916

1st Row: left to right - Ellis Cain, Allen Black, Hazel Kerruish, Elsie Cain, Jeanette Blum. 2nd Row: Unknown, Robert Kebrdle, Myrtle Hawthorne, Unknown, Unknown, Unknown

children, ordered all the children to be vaccinated and hired Joseph Melcher as janitor. His janitorial duties were listed as:

"Sweep out, dust, build fire, also fire on Sunday night in cold weather, raising flag when weather permits, shovel snow path, care of pump, removing ashes, filling water filter, washing blackboard once a week, cleaning of house weekly and put in lime."

The school's original location was on the northeast corner of the lot and was standing approximately where the auditorium of the present South Euclid - Lyndhurst Board of Education building is located. This building was previously the Lyndhurst Village School built in 1921. The old Red School House was not moved to its present location until after the new one was completed.

Ex-Mayor George Urban of South Euclid remembers this about his father, John Urban: *"In the 1920's he did a lot of work in our area (South Euclid) such as the Oakwood Club, Mayfield Club, Acaia, etc., and I remember the jobs but not too clearly, as I was a boy in high school. When the Present Richmond Road School was built, his bid was not the lowest so he didn't get the job but when they (The Lyndhurst School Board) wanted the old one room red brick school moved he bid and got the job."*

"It had wood shingles and they moved it in winter when the ground was frozen solidly so as not to crack the building up. They prepared the present site for it and then cut it loose from its old location and rolled it on wooden rollers and steel beams to the present location. My Uncle Arthur was the mason foreman in charge. It was not such a big job and I don't remember all the details I'd like to as I was only a boy looking on".

When the building was moved to its present location, a full basement was added, including a wooden storm-door type entrance. Also added were a

CUYAHOGA COUNTY PUBLIC SCHOOLS															
Euclidville School District															
Report of Wilbert Dremann															
Grade V Year 1918															
Promoted to Grade 6 May 3, 1918															
Loretta L. Scheuring Teacher															
SUBJECTS	Sept	Oct.	Nov.	Dec.	Jan.	Exam.	1st Half Year	Feb.	Mar.	Apr.	May	June	Exam.	2d Half Year	Year
Days Due								20	17	20	19			76	
Days Absent								0	0	1	$\frac{1}{2}$			$1\frac{1}{2}$	
Min. lost by tard.								0	0	0	0			0	
Spelling								F	F	F	E			F	
Reading								F	F	F	F			F	
Writing								F	F	F	E			F	
Arithmetic								F	F	E	E			E	
Geography								P	F	F	F			F	
Language and Grammar								P	F	F	F			F	
U. S. History								F							
Physiology								F							
Civics															
Drawing								F	F	F	F			F	
Music															
Agriculture															
Manual Train.															
Dom. Science															
Average								F	F	F	F			F	
Conduct								E	F	F	E			E	
Effort								F	F	F	F			F	
Promotion in Danger															
Superintendent															

Report Card of Wilbert Dremann when he attended Little Red School House

basement toilet, electric lighting, central heat, floor support posts and a new overlay maple floor. The iron cellar door was added later.

After World War I, the Euclidville residents formed "The Progress Club." All residents sixteen years of age or older were invited to join. Dues were fifty cents a year and members were required to live at least two weeks in each year in Euclidville. The club organized for the welfare and entertainment of its members.

The club met about once a month in the Little Red School House. The photograph shows the Christmas program for December 19, 1919. Andrew Ford was nine years old when he recited "The Star in the East." Ford Rd. in Lyndhurst was named in honor of his father, Horatio.

Miss Dill remembers that the people of Lyndhurst were very fond of the old school house, and there were many Christmases and other holiday events held there.

Wilbur Dremann remembers that silent movies used to be shown every Friday night. A tripod was set up for the screen. Free ice cream and cake were also supplied with generous amounts of Distallata water.

THE S. E. VAUDEVILLE TROUPE

Direct from a successful engagement of 300 nights at Drury Lane Theatre, London

Will present the most

STARTLING STUNTS

Ever given in this or any other county, in the

SCHOOL HOUSE, Richmond & Mayfield

Friday Evening, May 12th, 1916

EIGHT O'CLOCK



A Full-Toned Dutch Orchestra

Will present a splendid repertoire suitable to the occasion.



← BEFORE
THE PROGRAM
♦
AFTER →
THE PROGRAM

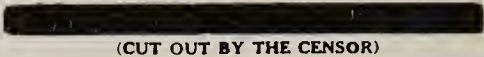


This man and his wife had a discussion upon one of the vital issues of the day —

COME AND SEE THE RESULT.

A Conference of Nations

UPON THE SUBJECT OF



(CUT OUT BY THE CENSOR)

COME AND SEE THE RESULTS

MANY OTHER
INTERESTING
FEATURES



THE DIRECTOR OF THE OCCASION



The Euclidville School

Extends the Season's Greetings to the people of this community and invites them to a Christmas Entertainment at the Schoolhouse Friday evening, December 19th at 8 O'clock, sharp. The Progress Club will share in the festivities.

Program

December Spelling Lesson	Second Grade
Recitation—What Means Christmas	Myrtle Hawthorne
Song—Glad Christmas Bells	School
Recitation—My Dolly	Jane Fellows
A Playlet—The Christmas Ship	1st, 2nd and 3rd Grades
Recitation—Bright Stockings	Margaret Smith
Hymn—Silent Night	4th and 6th Grade Girls
Recitation—Papa's Darling	Dorothy Kerruish
A Dialogue—Bill	4th Grade
Recitation—The Star in the East	Andrew Ford
Recitation—Family Troubles	Jeanette Bluim
Drill—Christmas Bells	2nd and 6th Grade Girls
The Imposter Santa Claus	Two Boys
Recitation—Good Night	Gladys Faust

A Visit from St Nicholas

Christmas Program held at Little Red School House in 1919

The first projectors were hand cranked and later changed to the electrical type which required a transformer. Every so often, the transformer would arc and spark ceasing the entertainment. In the summertime, movies were shown outdoors.

Teachers in the Little Red School House

The early records of school teachers are almost non-existent. It was common practice, especially in rural schools, that if qualified teachers were not available for whatever reason, people with limited education were given the job. Our little red school house was more fortunate. One of the first teachers was Miss Clara J. Moses, who later married Arthur Minor. As a child she came to Warrensville with her mother and two other children. She was educated in Berea College, now Baldwin Wallace, and later taught in the district schools of this area. Her first job was in Gates Mills and she later came to our school house. She walked from home to the Richmond Road school daily. When the weather was too bad, she boarded near the school, and when she had enough money, she bought a horse and buggy to transport her to school so she could live at home.

Clara Brueggemeyer taught at the school between the years 1903-1913 and her pay was \$30.00 per month. Her father, Charles, a Civil War Veteran, used to haul loads of charcoal to Cleveland, putting in a long day in the process. Sometimes he set out at dawn and, because of muddy roads, did not return until eleven o'clock at night.

The school's facilities appear to not have been overtaxed in the pastoral period of the community. Miss Brueggemeyer recalls having some classes with only a single pupil. She later quit teaching and became the Clerk of Lyndhurst, then Finance Director, retiring at the age of 72.

Miss Elizabeth McVeigh taught at the school some time after Clara Moses and before Clara Brueggemeyer. Miss Loretta Scheuring started teaching at the schoolhouse in 1916. In 1917, the Euclid Township trustees took the step that was to have historic repercussions. They ordered the District 4 Little Red School House closed. This meant that pupils would have to go to the District 2 building at Mayfield and Green Rds.

Miss Scheuring has written the following: *"I taught in the little one-room red school house from 1916 through 1922, teaching all 6 grades, one through the 6th. Heat was obtained from the old-fashioned bot-belly stove, which one of my older students (a Kerbrdle boy) replenished with coal throughout the day. Later a furnace was installed by raising the building. Our thirst was quenched by a bucket of water and an enamel dipper. A large family of boys lived near or next door by the name of Melcher, who acted as custodians. I remember they played a joke on me. One morning, when I opened my desk to prepare for the day, a live mouse jumped out. I believe Miss Brueggemeyer, a nice, kind person, preceded my teaching there. After I had taught there a few years, the attendance dwindled down to 12 pupils, which the Board of Education deemed insufficient to support, so the dear schoolhouse was closed and the children were sent to South Euclid, necessitating riding the old Interurban St. car line to South Euclid. Since they were overcrowded we maintained school ½ day and I was given the 2nd grade to teach. This plan of sending little ones on the interurban was strenuously resisted and objected to, so after a time, the Little Red School House was reopened. Now I had a decision to make. The South Euclid school wanted me to remain, but the people and Board of Education of Lyndhurst said 'you were our teacher*

Board of County School Examiners,

OLD COURT HOUSE.

Cleveland, O. May 10, 1890. 18

	Orthography	Handwriting	Grammar		Cleveland, O.	May	10	
						Orth.	Hand.	Gram.
1 Kate Ginnard	65	76	40	22	12. H. Hilditch	0	45	4
2 Carrie M. Dixon	55	41	75	23	13. M. Lewis	41		7
3 Letta M. Walker	55	51	50	24	14. M. J. Barrett	5	15	
4 Lora M. Smith	60	41	50	25	15. Kate Y. Munkle	55		
5 Mary C. McLeod	55	54		26	16. Adeline Conch		71	9
6 Mary Stephenson	0	10	15	27	17. Mary L. Gabriel	60	50	75
7 Letta A. Harris	41	51	76	28	18. Effie A. Buone		96	1
8 Maggie Sheldon	50	60	40	29	19. E. M. Burger	55	53	51
9 Mahel Hobbs		51	55	30	20. H. J. C. Bunn	40	35	5
10 Lela Lovell	55	55	50	31	21. Lizzie M. Gregory	50	4	5
11 Letta Y. Lindall	85	75	4	32	22. Kirk Bassell	75	71	75
12 Jessie L. Fielder	50	64	60	33	23. F. J. Blain	55	51	51
13 Maudie Moore	55	55	61	34	24. Nellie May	75	70	81
14 Alice J. Russell	55	55	50	35	25. Ella M. Merrill	55	71	50
15 Clara J. Moore	55	74		36	26. Maggie Deach	55	15	50
16 Lora A. Maltby	60	70	90	37	27. Hattie Pearson	45	56	
17 Hattie Whitcomb	60	67	41	38	28. Ora Campfield	40	65	70
18 Abbie E. Ferry	45	50	54	39	29. Emmett B. Whigam	90	81	69
19 W. A. Koeve	65	75	54	40	30. S. L. Gore	85	8	65
20 Willie McGregor	70	69	74	41	31. Sara J. Fraser			
21 Nellie B. Robinson	40	79	74	42	32. Mrs. Moore			49

1300, Maryland, President, that the "new" records are 2000 miles
 (the 1000 is in the 1000 by day 1000 is in the 1000 by day 1000)
 1300, Maryland, President, that the "new" records are 2000 miles
 Maryland, President, that the "new" records are 2000 miles
 that if she has passed in 4000 a 1300 President, that the
 had better pass her in all the 1000 records of 1300
 4000 by 1300

Results of Cuyahoga County teacher examination, 1890. Note the subject Orthography

previously, so you must return, too.' After much altercation, I decided to return, as I thoroughly loved my life and pupils there.

During the years I taught in Lyndhurst the name of the Community was called Euclidville and since there was a Euclid, Ohio (I was born there) incorporated town, not too far away, there was much confusion and many errors made in the Mail Service, so the Board of Education thought of this plan; give my students the privilege of seeking a new name for the Community, offering a prize, a War Bond (as I recall) to the winner. William Emshoff's name of "Lyndhurst" was selected, so he won the prize.

We had a very helpful Adult Community Club, who were very civic-minded and gave me every support I needed. In comparing other school districts, I decided we needed a Mother's Club (now called differently) who indeed, plus the Community Club, were my backbone. The Community Club put on some excellent Shows, Minstrel, etc. (very good). Christmas Programs I directed, so I must say the school spirit was not to be surpassed and was enjoyed by all. I remember the Community Club presented a beautiful flag for one of their projects.

Am pleased to hear you are planning the restoration of that dear Little Red School House, as I have many fond memories spent there.

Enclosing some pictures. If there is any other information I can give, would be glad to.

Am enclosing a small contribution to add to your fund.

Respectfully yours,

(Mrs.) Loretta L. Sneller (Scheuring)

12244 Lomica Dr.

San Diego, Calif. 92128

While the Lyndhurst Village brick school house was being built, Miss Clara Dill taught in a barn-like auxiliary structure, moved from the P.J. Twiggs Lot, at the rear of the school. Mrs. Bessie Keller taught first and second grades and alternated the use of the schoolhouse with Miss Scheuring who taught fifth and sixth grades. When the weather became too cold, Miss Dill moved her classes into the school house alternating with the other two teachers. This situation was short-lived, however, as the new school house was finished enough to occupy in January, 1922. At the time the new building was occupied, there were 65 pupils. Miss Dill said that the year before there were only 9 pupils.

At one time there were students attending the school from far down Richmond Road into what is now Orange and Beachwood areas. South Euclid children never attended the old school house or the newer one.

After the Red School House was moved, within a short period to time, the new four room brick school was too small. Classes again were set up in the Little Red School House. Lela Haigh, (now Seelbach) taught sixth grade there in 1924 and was paid \$65 a month. She originally started teaching in the basement of the main building and taught one year at the school until the addition was built on the main building. Then she transferred to Rainbow Hospital where Bingham School was established in 1924.

The interior of the school has undergone many changes since its inception. The records indicate that a front interior wall was there in 1903. It is not known if a library section existed. One probably did exist as other schools in this area built about the same time had libraries. This front wall was removed sometime prior to 1918. Book cupboards with 4 doors were added later to the front which provided library space.

When the South Euclid-Lyndhurst school system was combined in 1924, it was the death knoll for the Little Red School House. No more classes were taught there. The building was used as a village meeting place for dances, parties and various affairs. Later, the Boy Scouts used the building as an activity room and for storage. The Scout Troops, 224, 252 and 400 have made all the changes and repairs since.

The Little Red School House no longer functions as a formal schoolhouse. It forged a tough road for 58 years with extremely limited facilities and conditions. Its contribution to our generation has indeed been remarkable. The "yesterday" spirit of the schoolhouse will not go away but, rather, serves as a tie to the future. Its spirit will exist long after the building rots away.

Our generation has restored this building because it had to be done. Yes, just that simple, it had to be done. The building will be used by the community where they can sense the indescribable environment of the pioneer past.

How long the building endures rests squarely on the shoulders of future generations.

The Little Red School House did its job well.



Class Pictures circa 1917



Class Pictures circa 1918, 1919, 1920

FIFTY YEAR RESIDENTS OF SOUTH EUCLID, OHIO

Albright, Ivan D.	4417 Ardmore Rd.
Antolik, Ralph	4638 Liberty Rd.
Arnos, Norman	613 Belvoir Blvd.
Arnos, William	1687 Belvoir Blvd.
Artino, Madeline	4346 Prasse Rd.
Askue, Elizabeth	1620 Oakmount Rd.
Askue, Lester	1620 Oakmount Rd.
Bayer, Freda	1567 Laclede Dr.
Bauman, John	1877 Templehurst Dr.
Bauman, Robert	1866 Templehurst Dr.
Bischoff, Clara	4543 Berwald Rd.
Bischoff, Dr. Richard	560 Parkside Dr.
Brack, Hilda	1108 So. Green Rd.
Brack, Donald	1108 So. Green Rd.
Bruggemeyer, Carl	1137 Hillrock Rd.
Campbell, Oma	4534 Emerson Rd.
Carlone, Joseph	1980 Laurel Hill Dr.
Caroselli, Guido	4385 Ardmore Rd.
Crebbin, Thomas	4474 Emerson Rd.
Chiancone, Anthony Jr.	1443 Dill Ave.
Chiancone, Dominic	1228 Green Rd.
Chiancone, Joseph	859 Stewart Dr.
Chiancone, Vincent	4634 Anderson Rd.
Chiancone, Ida	1419 Dill Ave.
Dalgleish, Mary	4295 Prasse Rd.
DeCarlo, Carl	4389 Ardmore Rd.
Demko, Geraldine	4267 Bluestone Rd.
DeCarlo, Elda	4397 Ardmore Rd.
DeCarlo, Irma	4397 Ardmore Rd.
Doehring, Raymond	1129 Homestead Rd.
Durfee, Eunice	4620 Anderson Rd.
Dorsh, Lillian Speck	4759 Mayfield Rd.
Dorsh, William	4759 Mayfield Rd.
Dorsch, Mary	1586 Maplegrove Rd.
Dorsch, Walter	1586 Maplegrove Rd.
Fark, Fred	1300 So. Green Rd.
Fark, Caroline	1300 So. Green Rd.
Fark, Louise	1300 So. Green Rd.
Florian, John	572 Trebisky Rd.
Froelich, Julia	1976 Warrensville Center Rd.
Gray, Melvin	1440 Monticello Blvd.
Gold, Margaret	1722 Maywood Rd.
Grano, Mary	1392 Sheffield Rd.
Hansen, Hazel	4522 Anderson Rd.
Harper, Gladys	1579 Belvoir Blvd.
Havre, Charles	1759 Donwell Dr.
Havre, Louis	1656 Maywood Rd.
Hausrath, Esther Reker	1149 Piermont Rd.
Hedden Elizabeth	1088 Dorsh Rd.

Hill, Norma	4409 Ardmore Rd.
Hredlika, Katherine	1560 Sheffield Rd.
Jack, James	1272 Green Rd.
Kasten, Clara	4514 Rainbow Rd.
Keller, Jane	1700 Maywood Rd.
Kloss, Frank	4361 Ardmore Rd.
Koklauner, Florence	1616 Oakmount Rd.
Larkins, K. Raymond	4507 Ardendale Rd.
Larkins, Hayden	1490 Garden Dr.
Lamphear, William P.	1883 Langerdale Rd.
Larson, Paul	4401 Ardmore Rd.
Leist, Margaret Luster	4500 Anderson Rd.
Lewis, Donald	1200 Green Rd.
Libby, Norman	1596 Westdale Rd.
Longa, Clara	4326 Mayfield Rd.
Mead, Yolanda	4628 Liberty Rd.
Meyer, Glenn	1610 Green Rd.
Montagano, Erminia	1600 Green Rd.
Morrocco, Lulu	4326 Mayfield Rd.
Nash, Helen	1763 Sheridan Rd.
Nichols, Ethelwyne	1639 Rushton Rd.
Nichols, Dr. Joseph C.	1639 Rushton Rd.
Norder, Joseph	1611 Wrenford Rd.
Organista, Yolanda	1504 Sheffield Rd.
Palermo, Eugene	1511 Sheridan Rd.
Palermo, Joseph	1140 Green Rd.
Palermo, Michael	4621 Mayfield Rd.
Palmer, Eileen	1276 So. Green Rd.
Pinter, Mary	1540 Sheffield Rd.
Picciconi, Armand	4338 Ardmore
Prasse, Albert	1686 Beaconwood St.
Prasse, Ann	4040 Bayard Rd.
Prochaska, Rose Mary	4418 Adrian Rd.
Powell, Jeannette	4482 Ardendale
Reese, Nelia	1499 Garden Dr.
Reese, Vernon	1499 Garden Dr.
Reker, Arthur	1680 Oakmount Dr.
Roberto, Carrie	4326 Mayfield Rd.
Rossi, Albina	1504 Sheffield Rd.
Rossi, Helen	573 Trebisky Rd.
Rubertino, Stella	4267 Bluestone Rd.
Sabetto, Connee	1484 Sheffield Rd.
Savastano, Michael	4406 Elmwood Rd.
Savastano, Anthony	4357 Elmwood Rd.
Schmies, Martin	4422 Ardmore Rd.
Sommers, Gordon	4419 Templett Terrace
Smith, Carl	4501 Whitehall
Snell, Frank	4496 Shirley Dr.
Spellacy, Grace	1227 Plainfield Rd.
Sylvester, Pearl	1386 Sheffield Rd.
Stoetzer, Ernie	874 Haywood

Stoetzer, Johanna	874 Haywood
Thorsell, Roy	1292 So. Belvoir Blvd.
Tutolo, Angelo	4386 Prasse Rd.
Tutolo, Carl	1050 Green Rd.
Van Kannel, Arthur	4611 Greenwald
Vogler, Naomi	4517 Berwald Ave.
Wagner, Alma	4482 Rainbow Rd.
Waldschmidt, Ethel	1763 Green Rd.
Weigand, Elsie	4276 Neville
Weinacht, Elizabeth	1672 Sheridan Rd.
Wellman, Elizabeth	1587 Sheridan Rd.
Whigham, Agnus	4765 Anderson Rd.
Whigham, Hayden	4765 Anderson Rd.
Wenzel, John	1102 Monarch Rd.
Welser, John C.	1477 So. Green Rd.
Wolfe, Mary	1411 Francis Ct.
Yeagle, Jeannette	4486 Telhurst Rd.

FIFTY YEAR RESIDENTS OF LYNDBURST, OHIO

Batig, Mr. Herbert	1252 Gordon Rd.
Billinghurst, Mrs. Virginia	5303 Oakmont
Burris, Mr. Sanford	1559 Winchester
Cain, Mrs. Walter	5096 Edenhurst
Cannon, Mrs. Leslie	1811 Richmond
Dremann, Mr. Wilbert	1579 Richmond
Drew, Mr. John	1397 Willshire
Dieber, Mrs. Conrad	4995 Oakland
Graber, Mrs. Carl W.	5227 Mayview
Holaday, Mrs. James	5263 Mayfield
Jones, Capt. Ernest	5187 Eastover
Kreger, Mrs. Earl	1056 Richmond
Kebrdle, Mr. Robert	1515 Curry Dr.
Ruff, Mrs. Adelia	1031 Richmond
Ruff, Mr. L.E.	1031 Richmond
Smith, Mr. William H.	1943 Brainard
Spiegel, Mrs. John	1066 Richmond
Shortle, Mrs. Margaret	5127 Mayview
Stark, Mrs. Angela	5119 Haverford
Miller, Mrs. Shirley	5119 Haverford

CONFIRMED CENTURY HOMES

South Euclid

Harold Anderson
Verna Graf
Hayden Whigham
St. John Lutheran Church
House

4501 Anderson Rd.
4630 Anderson Rd.
4765 Anderson Rd.
4418 Mayfield Rd.

Lyndhurst

Charles Nagel
Carl Wells
Wilbert Dremann

1927 Brainard Rd.
919 Richmond Rd.
1579 Richmond Rd.



SOUTH EUCLID - LYNDHURST
BICENTENNIAL COMMUNITY

THE SOUTH EUCLID-LYNDHURST BICENTENNIAL COMMITTEE

The South Euclid-Lyndhurst Bicentennial Committee has been organized as a non-profit publicly supported organization.

The committee is supported by:

City of Lyndhurst
City of S. Euclid
Supt. of Schools

Mayor Lester C. Ehrhardt
Mayor Arnold D'Amico
Dr. Thomas J. Powers

The purpose of the Bicentennial Committee shall be to serve as a body to promote the celebration of our nation's 200th anniversary in the communities of South Euclid and Lyndhurst.

The Committee has as its main thrust the restoration and rehabilitation of the "Little Red Schoolhouse".

The Committee may serve as a clearing house for all or any other modes of celebration that may be planned by any political or civic group in the communities of South Euclid and Lyndhurst. The Committee will not interfere in the planning or executing of any plans, but will serve at the pleasure of the agency that may plan such affairs. The Committee would, for the purposes of record, however, be pleased to be apprised of any activities planned.

The Committee has applied to and received official Bicentennial Community recognition from the American Revolution Bicentennial Administration.

Our Little Red Schoolhouse building was built in 1866. It is a typical one room red brick schoolhouse building of the era and virtually the sole surviving nineteenth century building within the City of Lyndhurst, Ohio. It served a largely rural population until 1917. The school was closed for one year, reopened

in 1918 and continued in use until replaced by the former Richmond Road School. It is located about 400' south of Mayfield Road on Richmond Road.

1. **OUR PROJECT:** Renovate and restore the building to a condition as authentic of the original as reasonably possible for use as a general purpose meeting room with a possible museum area in one corner and replica of a 19th century schoolroom in another. Room to be made available to citizens of the two communities.
2. **PURPOSE:** To preserve a typical example of a schoolhouse, a part of educational heritage and to demonstrate renewal of united community action—the American Revolution Bicentennial spirit.
3. **HISTORY AND CONDITION:** The building, constructed in 1866, was in continuous use as a grade school until replaced in 1924 by the Richmond Road School now the Administration and Education Offices of the Board of Education. At the time Richmond Road School was built, the structure was moved from its location near the intersection to its present site. It was given a basement, indoor plumbing, electric lighting and central heat. Interior partitions were removed. Through the years it has been used as an activity room and storage space for Boy Scout Troops 224, 252 and 400. These Scout Troops have made all of the changes and repairs since. An interior steel stair was added and the windows boarded up. The Scouts will use the facility after renovation for storage and educational meetings.
4. **RENOVATION: PHASE I (exterior work)**
 - a. New wood shingle roof (remove existing roofing, inspect and repair sheathing, cover with building paper and new wood shingles)
 - b. Windows: Remove existing boarding, remove double-hung sash, (nine units) repair, clean, reglaze where necessary with SS-B glass and reinstall.
 - c. Front Doors: Repair frames and replace with new paneled wood doors and new iron hardware, modern security lock.
 - d. Exterior wood trim (at eaves) Repair and replace as required.
 - e. Masonry (1) Brick - clean brick, cut broken and deteriorated units out, cut out and repoint joints, close window on rear and rebuild chimney. (2) Stone - clean stone foundation, cut out patched areas and replace with matching stone, cut out and repoint joints. Alternate - less costly- replace broken and deteriorated brick. Repoint broken or deteriorated joints. Blend new work with existing by use of dyes. Repatch stone base with concrete and blend with existing foundation.
 - f. Foundation - patch broken tile foundation units and repair water proofing as needed.
 - g. Cellar door, stoops and walks - repair and paint door, raise stone stoops, install concrete walk and regrade.
 - h. Paint - paint exterior wood

RENOVATION: PHASE II (interior work)

- a. Repair foundation tiles
- b. Shore up first floor
- c. New first floor partition to re-create coatroom/entry

- d. New basement partitions (mechanical room, storage rooms, toilet and stairwall.
- e. New doors and hardware
- f. New drywall over existing crumbling plaster walls and ceiling
- g. New wood casings, trim and wood handrail at stairway
- h. Add 6" insulation over ceiling
- i. New plumbing - add new lavatory and water closet in toilet room. Extend and repair or replace plumbing as needed
- j. Electrical - new 100 amp. service, recessed incandescent lighting in coatroom/entry and classroom, fan in toilet room, utility lighting in basement
- k. Heating - new 200,000 BTU forced air furnace and ductwork, registers and return grilles

RENOVATION: PHASE III

- a. Painting - interior upstairs completely and public space in basement
- b. Refinish wood floor
- c. Furnishings - blackboard, lanterns, furniture, stove and other memorabilia
- d. Landscaping - reseed where regraded, new shrubs, ground cover

RENOVATION: PHASE IV - Maintenance Fund

- a. Provide a fund for repairs and heavy maintenance (cleaning and light maintenance will be the responsibility of the Board of Education, but there are no funds for any major work which might occur in the future)

5. COSTS

- a. It has been estimated that if contractors were hired to do the work of Phase I and II, the cost would be approximately \$40,000
- b. It is the aim of the Bicentennial Committee to enlist the aid of civic organizations, businesses and individuals to donate building materials and labor to reduce the estimated cost to a minimum, and to provide for the items in Phase III.
- c.
 - 1. The Bicentennial Committee is requesting member-civic organizations each to hold special fund raising projects and to support and promote the projects of each other organization.
 - 2. Individual or business donations are very acceptable.

SOUTH EUCLID-LYNDHURST BICENTENNIAL COMMITTEE

Honorary Chairman	Hon. Frances P. Bolton
Chairman	Mrs. James J. O'Connor
Vice Chairman	Fred W. Riegler, Jr.
Recording Secy.	Ms. Elaine Danielson
Corresponding Secy.	Mrs. Julius Takacs
Treasurer	Gerald W. DeChant

Committee Members:

Mrs. H.W. Akers	Mrs. Harold Mattern
Mrs. Richard Cadwalader	Mrs. Donald Mitchell
Mrs. A.J. Clark	Mr. Anthony Palermo
Ms. Jackie Chaille	Mr. August Quattrochi
Mr. Robert Dresser	Mrs. E.H. Strathman
Mrs. Brian Franck	Mr. Lawrence Schwalm
Mr. Harvey Frederickson	Mr. Steve Settevendemie
Mrs. Verna Graf	Mrs. Glen Shaw
Mr. Richard J. Herrick	Mr. Albert Speyer
Mr. C.J. Hrdlicka	Mrs. Edward Steeb
Mr. Frank G. Koss	Mrs. John T. Wamelink
Mrs. R.J. Leist	Mrs. Stanley Wolski
Mrs. Ron Manolio	

Volunteer Laborers

Boy Scout Troops 224, 252, 531	Dale Hogg
*Richard Blount	Dave Halkerston
Ron Boals	Jim Ketcham
Keith Brooks	Bud Ketcham
Doug Brown	Ron Kohl
Les Cannon	R.H. Kingzett
Herm Ceccardi	*Frank Koss
Davey Ceccardi	Bob Kerbrdle
Warren Clucker	Phil Kingsley
Shiela Cadwalader	John Maslar
Richard Cadwalader	R.H. Mosser
*Robert Dresser	Dorothy Mitchell
Ed Drewlo	John A. Needham
Jeff Dresses	Jim Newton
Albert Di Fiore	Gene O'Callaghan
Nancy Franck	*James O'Connor
T. Fitch	*Anthony Palermo
Ron Fratare	Tom Palermo
John Grady	K. Pfleger
Dennie Hoyle	L.A. Poley
Hillcrest Art Guild	Chuck Patti
*Dick Herrick	B. Rice
Bill Hoppe	Bill Robinson
James C. Hogan	*Larry Schwalm
Julian Hoke	J. Stevenson

Volunteer Laborers (cont'd)

Bob Sheriff
J. Schuster
Virginia Steeb
W.C. Schmidt
M. Sekeres

D. Swanson
Charles Trefney
T. Tamerlano
Erwin Testen
Joseph Zimmer

*Above and beyond the call of duty

Civic Group and Club Donations as of 5/11/76

Art Exhibitors, Inc.
American Assoc. of Retired Persons, Inc., Chapt. 371
Brush High Art Students
Brush High School PTA
Greenview Drama Club
Hillcrest Art Guild
Hillcrest Rotary
Hillcrest Y's Menettes
Hillcrest Y's Men
Hilltoppers Camping Club
Kiwanis of S. Euclid-Lyndhurst, Inc.
Lyndhurst Chamber of Commerce
Lyndhurst Garden Club
Lyndhurst Junior Women's Club
Lyndhurst Republican Club
Lyndhurst Women's Civic Club
Ridgebury School PTA
Rowland School PTA
South Euclid Garden Club
South Euclid Girls Softball League - Board Members
South Euclid Historical Society
South Euclid League of Women Voters
South Euclid Lions Club
South Euclid-Lyndhurst Jaycees
South Euclid-Lyndhurst Jaycee Wives
South Euclid-Lyndhurst Secretaries Assn. OPASE #207
South Euclid Women's Club
Southlyn School PTA
Sunview School PTA
Western Reserve Women's Republican Club
YMCA - Board of Managers
Lowden School PTA

Labor and Building Material Donations as of 5/11/76

Adams Trane Air Conditioning, Inc.
Becker Plumbing and Supply Co.
City of Lyndhurst
City of South Euclid

Lyndhurst Lumber
M.A. Building and Maintenance Co.
Marvin Diamond Plumbing Co.
Progressive Supply Co.
Tucker Plumbing Co.
Walker-McKee Supply Co.
Wells-Kloss Funeral Home

Book Fund Donations as of 5/11/76

Danielson, Ms. Elaine
Graf, Mrs. Verna
Leist, Mrs. Margaret
Steeb, Mrs. Virginia
Soltz, Mrs. Alfred
South Euclid Lions Club
South Euclid-Lyndhurst Jaycee Wives
Terrill, Mrs. Maymie

Business Donations as of 5/11/76

Petronzio Landscape and Supply
Lo Grasso Insurance Agency
Utilities Equipment and Supply Company
Ellison and Associates
LaRich Pizza, Inc.
Sam D. Canitia Realtor
A.E. Ehrke and Company
Charlotte Teller School of Dance
Wolovit's South Euclid Jewelers
Union Savings Association
Lyndhurst Insurance Agency
Fitch Drug
State Savings and Loan Company
Arnold Dental Laboratory, Inc.
Standard Oil Company - Cedar Road
Charles W. Collins Insurance Agency
Flynn-Mylott Funeral Home
Guggenheim Realty
Joe O'Brien Chevrolet Company
Lyndhurst Travel, Inc.
Euclid National Bank
Richmond Theatre Company
Hilltop Insurance Agency
Bonnetts Home Maintenance
Hough Bakeries, Inc.
South Euclid Radiator and Ignition
Haffey of Lyndhurst, Inc.
South Euclid Concrete Company
Warehouse Beverage
Cleveland Trust Company

Nationwide Insurance - Wayne Aldrich
M.A. Weisman and Company
Dr. Hiram Hardesty
University Suburban Health Center - Dr. Gerald Kent
L.H. Abrams, D.P.M.
Dr. Ralph S. Gattozzi
Dr. Fred A. Rose
Dr. Douglas Moore

Special mention to all those Girl Scouts who provided coffee and cookies to the workers every Saturday

LATE ADDITIONS

Volunteer Laborers

Leonard Solomon
Domenic Maiani

EPILOG

In preparation of this booklet, the author knew from reading other books that certain historical data was available, but the missing data as of this writing still has not been found. The two specific items the author is trying to locate are:

1. The records and proceedings of the Euclid Township Board of Education from approximately 1828 to 1903. This data was recorded before Euclid Village incorporated in 1903.
2. The records and proceedings of the Euclid Township Board of Education from 1903 through 1916. This data was recorded after Euclid Village left Euclid Township. It was also recorded before South Euclid, Lyndhurst, and Richmond Heights became separate entities in 1917.

The author has searched in vain for these documents. There are hints that these precious documents have been destroyed or thrown away. What a waste.

It is hoped that future generations will use better judgement in deciding the fate of valuable mementos. Let us remember that institutions like the Western Reserve Historical Society and South Euclid Historical Society are chartered to preserve the history of its people. Their services should be used to a maximum.

Anthony Palermo
South Euclid, Ohio

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Euclid, Ohio | South Euclid Golden Jubilee
Book Committee |
| Richmond Heights, Ohio | Kiwanis Club of Richmond Hts.,
Ohio, Helen Keidel, Editor |
| Minutes of Common School
Convention of 1837 | (Located at Western Reserve
Historical Society) |
| Board Minutes of South Euclid,
Lyndhurst Board of Education | (Located at Board of Education
Building) |
| Board Minutes of Euclid Township | (Located at Euclid City Hall) |
| History of County School Districts
in Ohio | R.M. Eyman |
| Bulletin and School Directory of
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September, 1916 | (Located at Cuyahoga County
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| Old Time Schools and School Books | Clifton Johnson |
| Yankee Doodles Literary Sampler of
Prose, Poetry and Pictures | Haviland & Coughlan |

